106

Los Angeles College of Osteopathy

1909-10

Los Angeles College of Osteopathy

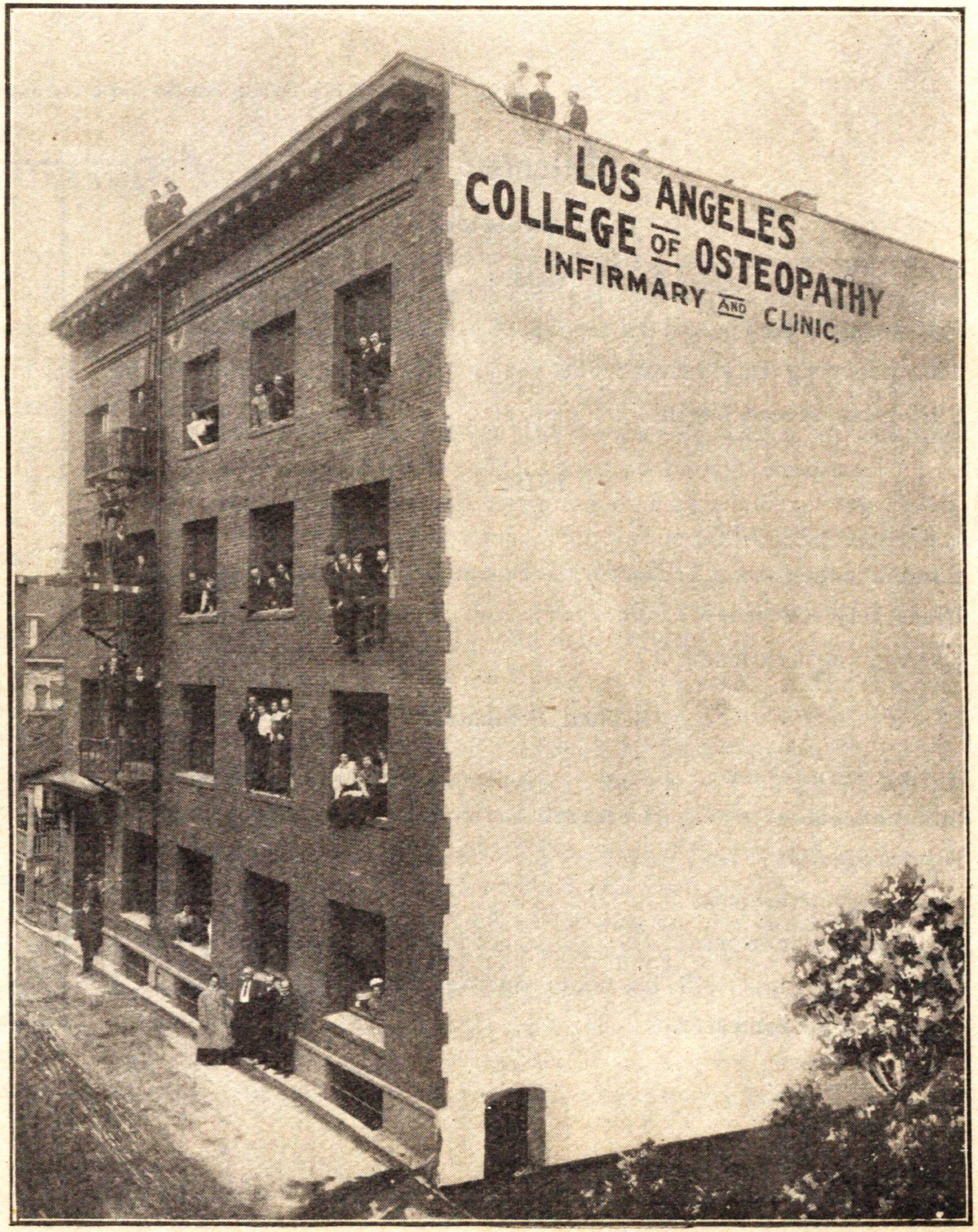
LOS ANGELES, CALIFORNIA.

Our Purpose:

To do all that we can to
diminish the amount of suffering and
ignorance in the
world

ANNUAL CATALOG
1909-1910

318-22 Clay St., or Entrance 321 S. Hill
St., Near the Angel's Flight.



He Who Never Starts, Never Arrives.

Calendar

First Semester.

1909.

Fall term begins	Monday, September 20
Thanksgiving Day recess	Thursday, November 25
Christmas recess begins	Friday, December 24

1910.

Classes reassemble	Monday, January 3
Commencement week, Doctorate Sermon	Sunday, January 23
Class Day exercises	Tuesday eve, January 25
Graduating exercises	Thursday eve, January 27

Second Semester.

Spring term opens	Monday, January 31
Commencement week, Doctorate Sermon	Sunday, May 29
Decoration Day	Monday, May 30
Class Day exercises	Tuesday, May 31
Graduating exercises	Thursday, June 2

Matriculations will be made during the first four weeks of each college semester.

Officers of the Institution

President

HARRY W. FORBES, D. O.

Vice-President

CHARLES H. SPENCER, D. O.

Dean of the Faculty

R. W. BOWLING, M. D., D. O.

Secretary-Treasurer

A. B. SHAW, B. Sc., D. O.

"When the ship starts, be on board, else the year's end will find you where you are."

Foreword

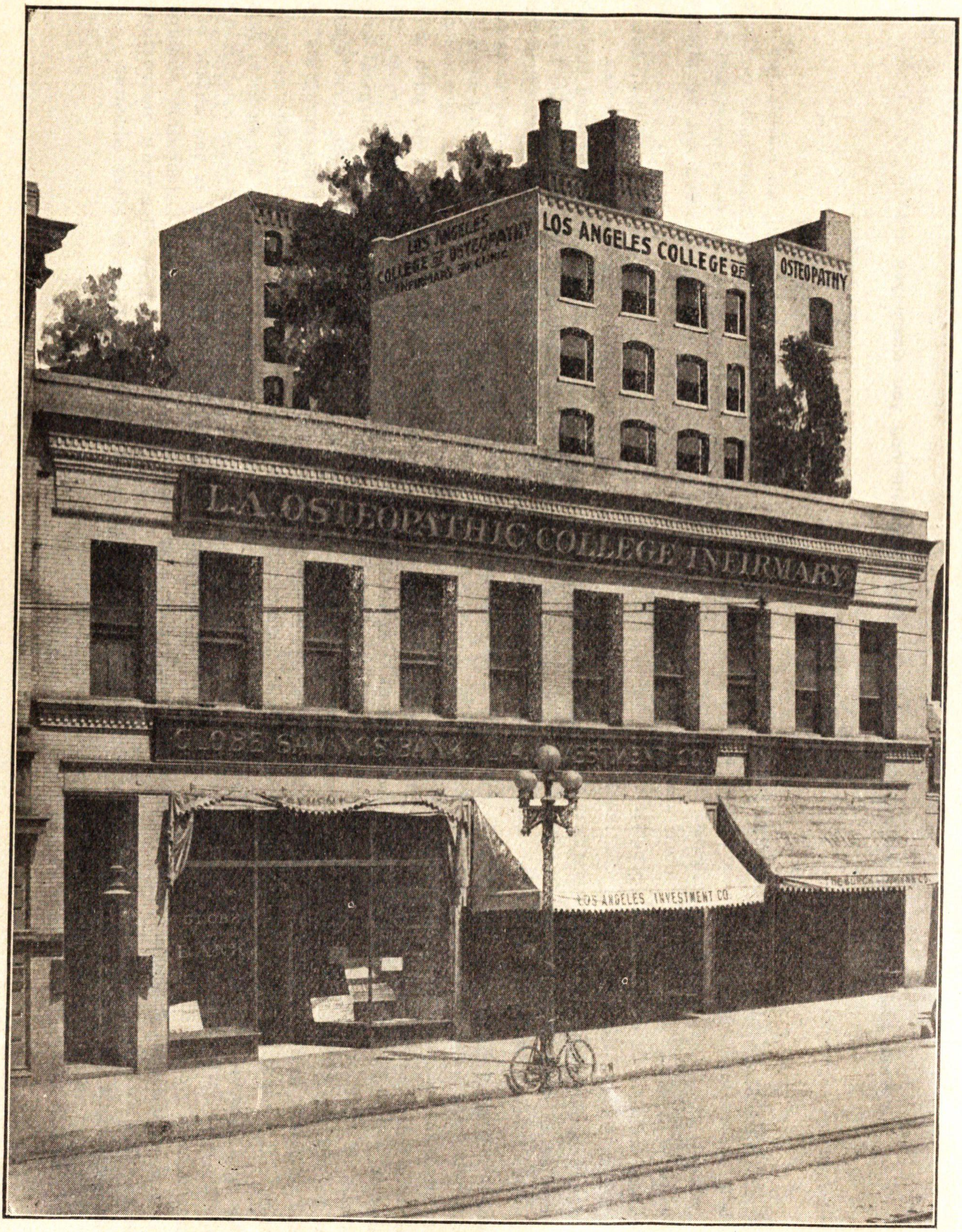
LOS ANGELES COLLEGE OF OSTEOPATHY has been an evolution more than a creation. It is the product of the earnest, co-ordinated, harmonious work of a group of men and women who are finding the pleasure of life in subordinating themselves as the cogs of a machine in the development of an ideal in medical education. It is only half described, when this is said, for it consists, equally, of a devoted, happy and enthusiastic body of three hundred students who contribute the **sine qua non**—the material, the brain material, for the factory, from which are manufactured twentieth century physicians. The institution is the exponent of modern, progressive, scientific preventive and remedial medicine—Osteopathy. It champions no theory, claim or principle because it happens to be incident to the methods of treatment known as osteopathic, but asks the student to test every tenet in the crucible of experience with the fire of truth, and to discard all results that do not stand the test. It maintains its distinctive osteopathic character because it is the unvarying experience of all who test, that Osteopathy is the true means of coping with disease.

The unprecedented growth of Osteopathy and of this institution, its foremost scientific exponent, are subjects of nation-wide comment. The revulsion from the unreasoning habit of drug-taking began with the better educated, stronger minds of the nation and is rapidly permeating all classes and ranks of the people. Urgent calls for practitioners come to the college authorities very much in excess of the supply, and at the present rate of graduation the demand will not be filled for many years.

Our classes are filled from the recruiting offices of the successful graduates in the field. Success begets success.

Only three years ago we designed and constructed the splendid five-story, brick and steel, fireproof main college building, located in the very business center of this great city, deeming it of ample capacity for five years' growth. But already we are compelled to enter upon the construction of a second, four-story, concrete and steel building for clinical, gynecological, obstetrical and surgical hospital facilities. This, with modern automatic electric elevator equipment, assembly room, thirty additional treating rooms, hospital rooms and surgical amphitheatre, will be ready for the September, '09, term opening. At that time will be received the largest beginning and post-graduate classes in the history of the institution.

The addition of Dr. Frank P. Young to the surgical department is noted. Dr. Young has for eleven years conducted this department in osteopathic colleges. He is the author of the only text book on surgery from the Osteopathic standpoint, and has participated in the daily classwork instruction of more Osteopathic physicians than any other educator.


LOS ANGELES COLLEGE OF OSTEOPATHY
LOS ANGELES COLLEGE OF OSTEOPATHY
L.A. OSTEOPATHIC COLLEGE INFIRMARY
LOS ANGELES INVESTMENT CO.

THE COLLEGE INFIRMARY, ANNEX OF CLINIC TREATING ROOMS, AND ASSEMBLY HALL.

(In the background, the three upper stories of the main College Building.)
College 318 Clay St. College Annex 321 S. Hill St.

Faculty

(Arranged by seniority of service.)

HARRY W. FORBES, D. O.,
Principles of Osteopathy, General Pathology, Technique; Physical Diagnosis, Practice—Nervous and Mental Diseases; Superintendent of General Clinics.

CHARLES H. SPENCER, D. O.
Physiology, Cytology, Clinical Osteopathy.

JENNIE C. SPENCER, D. O.
Gynecology and Obstetrics, Clinical Gynecology.

A. B. SHAW, B. Sc., D. O.
Psychology, X-Radiance, Jurisprudence and Osteopathic Economics.

JAMES A. McNAUGHTON, M. D.
Surgery, Eye, Ear, Nose, Throat.

W. CURTIS BRIGHAM, D. O.
Histology, Pathologic Histology, Bacteriology, Clinical Obstetrics, Post-Mortems.

R. W. BOWLING, M. D., D. O.
Systematic Anatomy, Practice—Circulatory and Respiratory Diseases, Effects of Drugs.

THOS. J. RUDDY, D. O.,
Demonstrative Anatomy, Embryology, Practice—Diseases of Alimentary Tract, Eye, Infectious and Constitutional Diseases, Clinical Osteopathy.

MERRITT M. RING, B. Sc., D. O.,
Chemistry, Urinalysis and Toxicology.

FRANK P. YOUNG, M. D., D. O.,
Surgery, Skin and Venereal Diseases.

ALICE B. CHAFFEE, D. O.,
Associate in Technique.

IDA E. BARTO, D. O.,
Associate in Clinical Gynecology.

S. BLANCHE REYNOLDS, D. O.,
Dietetics, Hygiene and Sanitation.

H. EARL REED, D. O.,
Laboratory Physiology and Histology.

A. HARRINGTON HALL, D. O.,
Diseases of the Ear, Nose and Throat.

WALTER V. GOODFELLOW, D. O.,
Associate in Surgery.

LAERTES T. WHITE, D. O.,
Practical Anatomy—Dissection.

THOMAS C. YOUNG,
Associate in Practical Anatomy—Dissection.

DAY TURNEY, A. B.,
Associate in Laboratory Chemistry.

Two Full Years' Daily Amphitheatre Clinics.

AMPHITHEATRE ASSEMBLY ROOM FOR PHYSICAL DIAGNOSIS, GENERAL CLINICS, ETC.

"No one knows what he can do till he tries."—Publius Silvius.

Osteopathy

Definitions must necessarily be so "boiled down" that they require the dilution of a careful consideration to be digested. It has been said that to learn what Osteopathy is requires a strenuous three-years' course of study. This is true, yet, in general terms, we give herewith some definitions connected with the science of Osteopathy.

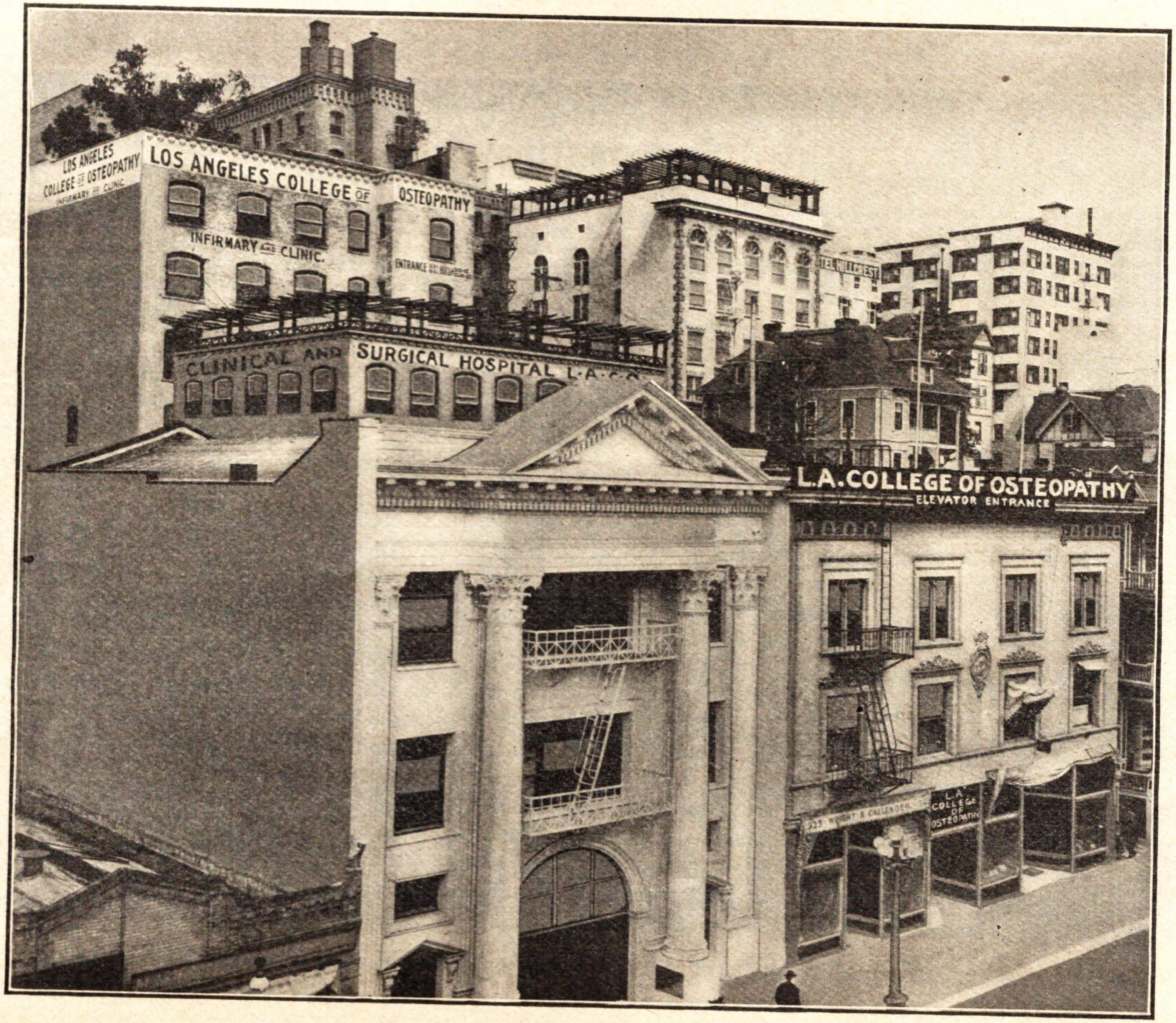
By therapeutics is meant the science and the art of treatment. Science means unified, classified, systematized knowledge. Art means the practical application of knowledge. Treatment means human interference with the processes of disease—in other words, taking a hand in the struggle that is being waged between the life-destroying and life-conserving influences and agencies, for the purpose of preventing and remedying disease and relieving distress. Rational means "reasoning," adjectively used. As applied to the science and art of Osteopathic therapeutics, rational means that the science consists of a classified, systematized and exhaustive knowledge of the immediate or proximate causes of resistance, relief and recovery; and that the art consists of the application of this knowledge by using these causes as preventive, palliative and remedial agents.

Osteopathy is a system of rational therapeutics which (1) recognizes that resistance, relief and recovery are functions inherent in the organization of living bodies and that a deviation from the state of health implies either the absence of some of the natural influences, agencies or conditions that maintain these functions, or derangement in their structural or organic basis, and which (2) treats disease by employing as remedies (a) the natural causes of normal function, and (b) manipulation to restore normal anatomical relations.

The science of Osteopathy has for its especial province, the investigation from all sides of the processes and mechanisms of health and healing, the determination of their nature and significance, their causes and origin, their course, action and end. The art of Osteopathy has for its especial application, the correction of anatomical derangements that invite disease and obstruct recovery, and the establishment of the proximate causes of health and healing.

Maintenance of health and recovery from disease are caused by the operation of the protective and healing mechanisms of the body. These mechanisms are anatomical and physiological provisions. If the provisions for defense were unlimited in their range of action, and did not themselves become diseased, disease would be entirely prevented. If the provisions for healing were not limited in their scope, disease would be invariably and completely cured. Furthermore, the normal operation of these mechanisms may be prevented by a derangement in their structure or inadequate supply of the group of natural influences and agencies which maintain their function.

The description of the course fully elucidates the foregoing brief and inadequate definition.


LOS ANGELES COLLEGE OF OSTEOPATHY INFIRMARY AND CLINIC.
LOS ANGELES COLLEGE OF
OSTEOPATHY
INFIRMARY AND CLINIC.
CLINICAL AND SURGICAL HOSPITAL L.A.C.O.
HOTEL HILLCREST
L.A. COLLEGE OF OSTEOPATHY
ELEVATOR ENTRANCE
L.A. COLLEGE OF OSTEOPATHY
323 WRIGHT & CALLENDER

THE COLLEGE BUILDINGS, 321 SOUTH HILL STREET FRONT. (On the East Slope of Bunker Hill near the Angel's Flight.)

"Cured yesterday of my disease, I died last night of my physician."—Matthew Prior.

The Osteopathic Physician

The Osteopathic Physician has come into the professional life of the American people in the course of natural progress, and from natural causes. The time became ripe for a revulsion from the drug habit into which the people had fallen, and through the investigations and study of one of its old devotees, Dr. Andrew T. Still, an old-school physician, came the development of the true and natural method of coping with disease, which, for want of a better name, was christened Osteopathy. A simpler title is sometimes given, that of ''body mechanics.'' Surely, no other system of therapy ever gained public recognition and adoption so speedily or so fully. Within fifteen years the legislatures of forty-one of the States of the Union have enacted laws placing the osteopathic physician on substantially the same legal plane as the old-school practitioners, while court decisions in the remaining States have completed the legalization.

Six thousand graduates of Osteopathy are already in the field, practicing in every State and Territory of the Union, Canada, Mexico and in the leading countries of both Occident and Orient. The treatment has gained the highest praise of the most intelligent citizens of the nation. A large proportion of all the regular graduate Osteopathic physicians have received their instruction under members of the faculty now constituting the Los Angeles College of Osteopathy. They hold honored positions as officers of State Boards of Examiners, national and State associations. The College authorities are constantly under petition to send capable Osteopathic physicians to this, that and the other community, but the demand so exceeds the supply, that the reasonable need will not be filled during the next twenty years. We would not speak of the incomes earned as of precedent importance to the good accomplished, the suffering relieved and the health and strength restored, yet the former is fairly a measure of the latter. People are ready to pay for relief from distress and sickness. So it is only fair to say that many of our graduates are earning as much in single months as they were formerly able to earn by a full year's work. This is equivalent to saying they are able to serve humanity in this increased proportion. Ninety-seven per cent. of all our graduates of the past ten years are today earning their living in the practice of Osteopathy. We mention these facts because the uninitiated young man or woman who is contemplating the course is entitled to know that the science of Osteopathy has stood the test of time and experience. Indeed the demand for well-equipped Osteopathic physicians has been greater during 1909 than ever before. The public esteems highly those who consecrate their lives to the relief of distress and prevention and remedy of disease.

The better the Anatomist, the better the Physician.

A CLASS IN PRACTICAL ANATOMY.

If you have not a worthy purpose in life, you may as well get out.

Los Angeles College of Osteopathy—Historical

The spirit of Los Angeles College of Osteopathy was born only a few years after Osteopathy was established, when, in 1898, a group of earnest professors of the science established at Des Moines, Iowa, the Dr. S. S. Still College of Osteopathy. These pioneers were at once devoted professors of pure and unadulterated Osteopathy, and protestants against a narrow, one-idea, unscientific conception of its field. They introduced the principle that Osteopathic students should be educated broadly and exhaustively as to all disease causation, wherever the truth might lead; to be more explicit: that the ideal college of Osteopathy, while especially developing skill in the diagnosis and correction of bony lesions, shall also educate its students to the limits of modern science in all other disease factors, and their elimination.

During the first year of the college at Des Moines occurred the death of Col. A. L. Conger, secretary and treasurer. In November, 1899, Col. A. B. Shaw was elected secretary and treasurer. Soon after, Dr. Harry W. Forbes, then a professor in Columbian College of Osteopathy, at Kirksville, Mo., joined the faculty, and, later, Dr. Charles H. Spencer as professor of physiology, and Dr. Jennie C. Spencer as professor of women's diseases. Still later, Dr. Thomas J. Ruddy was selected, and with other worthy factors one of the largest colleges of Osteopathy in existence was developed. These harmonious professors did not, however, control a majority of the stock of the college, and the institution was, by purchase in 1905, merged with a competitive school in another State. Drs. Forbes, Shaw, Spencer, Spencer and other professors, feeling that a life in Osteopathic college work offers the greatest compensations in growth, gratification and usefulness, proceeded to associate with themselves the strongest professors attainable and established Los Angeles College of Osteopathy.

Its success has been beyond the most sanguine expectations. More than sixty of their former students, without solicitation, came to Los Angeles to complete their course under the professors of their choice. Graduates in the field who endorse the broader conception of Osteopathic education, have sent many to the institution, so that in 1905-6 there were enrolled eighty students; in 1906-7, one hundred thirty; in 1907-8, one hundred ninety; and in 1908-9 more than two hundred fifty. The year 1909-10 will find more than three hundred students in attendance.

During the first year the faculty was joined by Dr. J. A. McNaughton. Drs. M. M. Ring and W. Curtis Brigham were added the second year. Dr. R. W. Bowling, formerly President of the Southern School of Osteopathy, and later Dean of Still College, and Dr. T. J. Ruddy joined the faculty September, 1907. Dr. Frank P. Young, for eleven years professor of surgery, etc., in Osteopathic colleges, joined this faculty in 1909.

The faculty now crystallized is, in every department, a superior, harmonious, and co-ordinated working instrumentality for a thorough, well-balanced, exhaustive Osteopathic education.

Los Angeles, an all-the-year-round Athletic Center.

L. A. C. O. BASEBALL TEAM—1909.

Athletics

College athletic interest is all that could be desired. In a professional institution, it is properly subordinated to the main business—education. But in this environment, where athletics are practicable every week in the year, they naturally attain a superior development and interest. The college baseball team is illustrated herewith. The ladies' basketball teams create general enthusiasm; while the tennis teams of both sexes are vigorous and profitable. The College being located within a few doors of the magnificent new, seven-story Y. W. C. A. building and within two blocks of the great Y. M. C. A. headquarters, every facility for modern athletics is afforded. These organized sports are supplemented by parties for mountain climbing, ocean bathing, boating and fishing, opportunity for which are naturally unexcelled in this valley.

Los Angeles

Neustra Senora la Reina de Los Angeles—''Our Lady, the Queen of the Angels''—began life a hundred and thirty-five years ago. The story of its growth from a small semi-Mexican village to the metropolis of the Southwest has been told and because of the wonderfulness of it, retold, until millions of Americans are familiar with it. Its present population is 305,000. During the past six years one hundred and sixty thousand people have made themselves homes in Los Angeles. This remarkable growth, which is not approached by any other city in the world, proves the general recognition of its superiority as an abiding place.

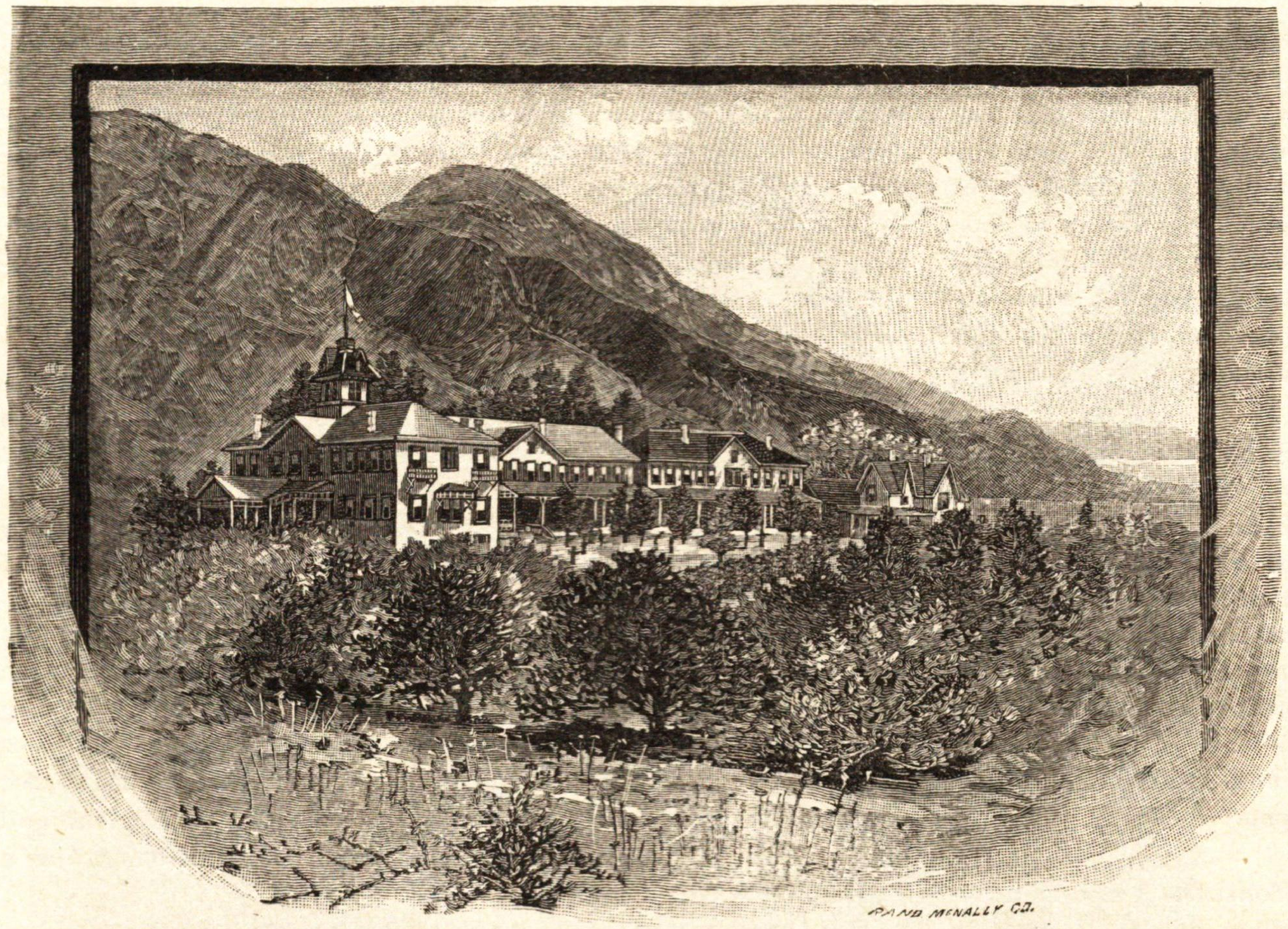
The seven south counties of California had in 1880 a population of 64,000; in 1900, 201,000; in 1907, 500,000. In the East one hears the opinion, ''Southern California has nothing to support it but climate.'' The fact is, there are not in any equal territory of the United States so great and varied resources. The absence of freezing weather and the presence of abundant water from the mountains for irrigation make possible four or five crops a year on every acre. The possibilities of value from garden truck, vegetables and small fruits alone, are inestimable. The mountain pastures make mutton and lamb moderate in price, while the ocean yields fishes beyond the prodigality of the parable.

The orange and lemon growers of Southern California received a round twenty-two million dollars for their crop in 1908. This practically equals the barley crop of America and would pay the annual interest on the national debt. An hundred million pounds of beet-root sugar are shipped annually; also five million dollars' worth of raisins, two millions of wines, fifteen million dollars of gold, silver and copper; twenty million dollars of petroleum. Thirty-five million dollars of lumber are cut from her forests. We can touch only the high points, but enough to indicate the truth that Southern California is a substantial little Empire in itself—absolutely independent and self-sustaining for two millions of people in every article of commerce, excepting only tea and coffee.

It follows that Los Angeles is destined to be a great manufacturing city, supplying much to Mexico, Central America and contributing to the Orient. The manufactured products of 1907 in Los Angeles alone exceeded $55,000,000.

The city has under way an additional aqueduct for water supply, costing $23,000,000. There is no city in America that has made such growth as Los Angeles, as shown by bank clearings, real estate transfers and postoffice business. It is just beginning. There is profitable occupation for everyone who cares to work. It is time the slow-brained people were ceasing to measure Southern California's assets by her climate and her tourists. It is inherently great in all that goes to make for material resources. It is the natural location for a great and useful College of Osteopathy, and for the acquirement of a professional education.

The government is expending $2,500,000 in Los Angeles' harbor in preparation for the immense traffic that will accrue through the Panama canal and with the Orient.


RAND MCNALLY CO.

SIERRA MADRE VILLA SANITARIUM.

Sierra Madre Villa Sanitarium

Members of the faculty conduct one of the oldest and largest Sanitaria in Southern California. It is located on the mountain foothills between Pasadena and Sierra Madre, at the end of the great Huntington Drive (the millionaire's residence drive from Los Angeles). It is connected with the city by forty-minute electric car service and is especially devoted to mental, nervous and convalescent cases.

It is the site first selected for health resort purposes in this valley. The building is three hundred feet long, with seventy-five rooms for patients, ample parlors, sun parlors, reading rooms, billiard rooms, baths and every modern facility and convenience. It is exclusively conducted for Osteopathic treatment.

The Climate of San Gabriel Valley

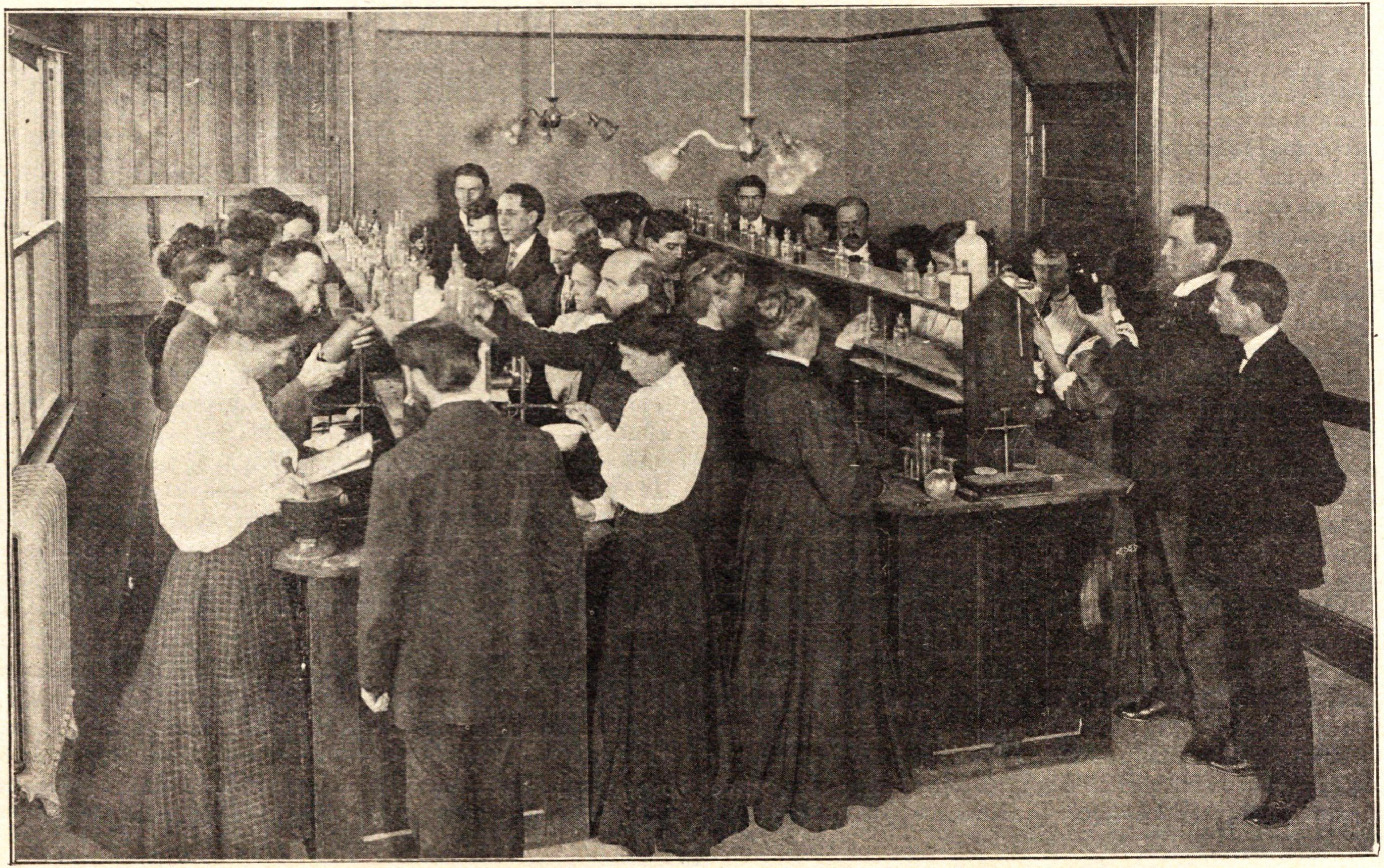
In 1887 a commission of officers of the United States Government, charged with the duty to investigate and report upon the climatic conditions of the various sections of America, officially reported the climate existing between Point Conception (Santa Barbara) and the Mexican line, incontestably the best in the entire world. People of leisure suffer the discomforts of ocean travel and the vexations of living among a foreign people in Southern France and Italy, while a climate in every essential superior is practically brought to their doors by the perfection of modern western railway travel—with excursion rates from Missouri river points, only $30.00 expense and three days of delightful, panoramic travel intervene between the Middle West and this Switzerland of America.

The climate of Southern California has been praised until praises sound trite. There is a charm in the cool, soft, sea breezes no less than in the long, cloudless, perfectly temperate days of blue sky over yellow sunshine. The breeze bears a burden of ozone and salt, which, like a country peddler, he barters by penny-worths for the odors of myriads of roses and orange blossoms. Through the bright daylight the serried mountains stand clear-cut and grim in the motionless air, glorious in the ruggedness of their rocky cliffs and in the forbidding outlines of their jagged peaks, but the magic of sunset touches the tops and sky with a crimson glow and softens the cliffs with purple shadows and throws a golden radiance over all the enchanting view, until one feels a rapture in simply being alive and experiencing the masterful handiwork of the Infinite.

There is no winter; gone are the mufflers, furs, heavy clothing, overshoes; yet on the distant mountain tops, that seem, through the transparent blue of the skies so near, one is in sight of perennial snows. These suggest excursions up the mighty canyons, with their cooling caverns, or, perchance, to the resorts of seashore, surf bathing and ocean fishing. There is scarcely a Saturday or holiday but that groups of students have to report a goodly catch of sea-bass, black-bass, pompano, albicore, smelt or other palatable fish, interspersed with baby sharks, sunburns and seasickness; while others compare records made in climbing Mt. Wilson or ''Old Baldy,'' and bring their trophies of mountain trout, game and the rich-hued mountain flowers—these also accented by a healthy tan, ivy poisoning, skinned shins and stone bruises. There is no day in the year too hot or too cold for the delight of these excursions. In the winter come the eighty thousand easterners to escape the rigors of winter. In the summer come the tens of thousands of the dwellers of Arizona, Nevada, New Mexico and the desert to escape the heat in the tempered breezes of the Pacific.

Late in the autumn comes our California springtime. The wild flowers and grasses seem fairly to meet the first raindrops, and almost by the time the sun has driven the clouds away, it sees its face mirrored in acres of poppies and wild mustard. Christmas finds orange trees loaded with fruit, roses clambering over the housetops, heliotrope running wild, in contrast with the ice and snow on the top of Old Baldy, in the distance.

"Prove all things; hold fast that which is good."—Thessalonians.



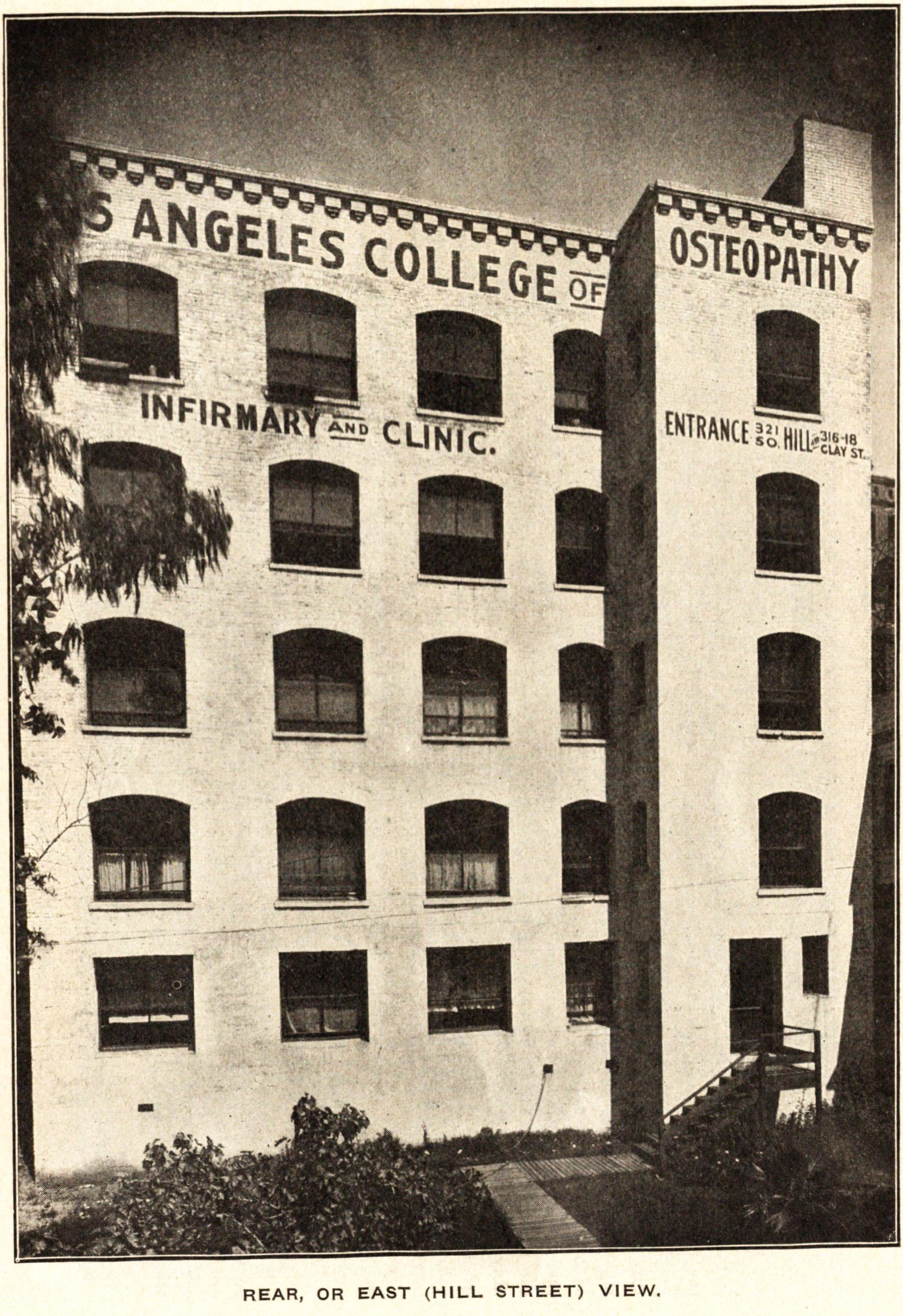
A SECTION OF THE CHEMICAL LABORATORY—FIFTH FLOOR.

College Location

There are schools of Mining in the Industrial Universities of the middle-west farming States. They do not turn out superior graduates, excepting for the adjacent coal mining. And for a college to educate men and women in the details and mysteries of the human body—to drill the student in diagnosis of abnormal and diseased conditions, and to develop skill in the necessary physical manipulation to restore those bodies to the normal—there is but one class of locations that can reasonably be expected to turn out superior graduates. It must be where the sick and abnormal human bodies are offered—come voluntarily—in great numbers. There are three great branches in the education of a successful Osteopathic physician: (1) to know Osteopathy; (2) experience in diagnosis and physical skill in treatment; (3) education in the business methods necessary for the successful application of that knowledge and skill.

The founders of Los Angeles College of Osteopathy, profiting by experience where even ten blocks walk from the business center proved a handicap, established this institution in the very business heart of a city which is the metropolis of the greatest natural sanitorium in America. Nearly every street car line of the 500 miles in this valley passes the entrance of the college or within a block thereof. These lines pass the homes of five hundred thousand people, a large percentage of whom are here from considerations connected with health. The result is, overflowing clinics, general, gynecological, surgical, obstetrical. The most interesting and valuable of these are selected. In a year one gains contact with a variety of disease not reasonably experienced in ten years in less favorable location. It has often been remarked that the founders of this institution manifested some courage in selecting this site—opposite the city library and the largest department store of Los Angeles—for the erection of the five-story, fireproof college building. But it required no more courage than it takes to succeed rather than to fail; no more courage than it requires for the prospective student, knowing the essentials of his education, to select the proper college in which to secure them. The best things do not usually come to one's door.

In addition to consideration of clinical material, eleven years' experience has shown that one-third of all our students must earn at least a portion of their expenses, and, often, our best students are among this number. Our location affords the maximum opportunity for employment; indeed, insures it for anyone who has reasonable capacity and "hustle." The poorest students in any college are those whose parents send them too much money.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INFIRMARY AND CLINIC.
ENTRANCE 321 SO. HILL AND 316-18 CLAY ST.

REAR, OR EAST (HILL STREET) VIEW.

The College Buildings

Our former college building in the Middle West was well planned for its purpose. It is natural that eleven years' expeence should suggest some changes. The members of the faculty of L. A. C. O. gave their best consideration to the new college building, and are happy in the fulfillment of their plans. We feel that we have the ideal Osteopathic college structures for three to five hundred students.

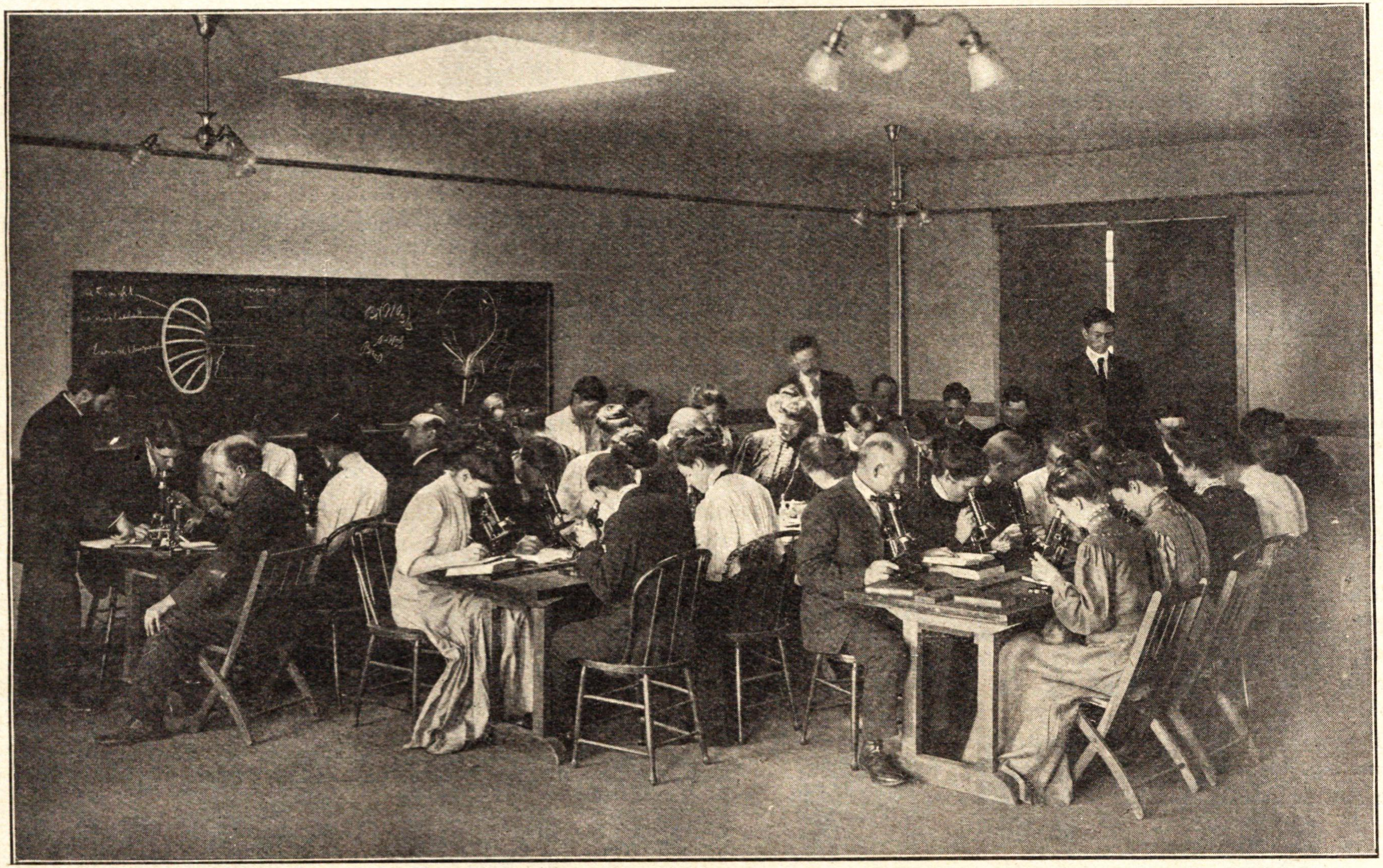
The Main College Building has a frontage of sixty feet on Clay street and extends forty-five feet toward Hill street. It is of five stories, four stories above the level of Clay street and full five stories facing Hill street. The foundation and first story of the building are of reinforced concrete. The remaining four stories are of brick, the front on Clay street being of red pressed brick with terra cotta trimmings. It is of practically fireproof construction with steel and cement partitions. It is steam-heated, electric lighted throughout, has hot and cold lavatories in every room, toilet on each floor, tub and shower baths, gas and every modern convenience.

The first, second and half of the third floors are occupied by eighteen clinic and infirmary treating rooms, and by the business office. Each of the treating rooms is an ideal office-room for an Osteopathic physician; ten by fifteen feet in size, with ample closet, stationary lavatory, hot and cold water, steam radiators; well lighted and ventilated with six-foot-wide windows, and transoms above the doors. On the first floor are the tub and shower baths, and the steam heating plant. The office is on the second, or main floor, at the Clay street entrance.

There are seven large, light, airy and well-appointed recitation rooms. These occupy half of the third and the fourth and fifth floors. On the fifth floor are the microscopical and chemical laboratories and pathological laboratory. The microscopical laboratory, at the south end, is thirty-four by thirty-three feet in size, with ample windows and skylight. The chemical laboratory, on the north, of like size, is provided with built-in laboratory desks, racks, vapor hoods and lockers for the personal equipment of each student.

The Surgical and Clinical Hospital building now under way is of reinforced concrete and steel, 45x60 feet, four stories and basement for heating plant. The first story forms the assembly hall seating 500, separable by movable partition into a lecture room and clinical and technical amphitheatre. The second and third floors contain thirty treating rooms, waiting rooms, etc., all with hot and cold water lavatories, toilets, etc. The fourth floor connects directly with the main building, the two supplying fifteen hospital rooms for patients, diet kitchen, etc. At the north end are the surgical preparation and operating rooms and amphitheatre seating 125 students. Every modern appliance and convenience are supplied. The whole is served from the Hill street entrance (No. 321) with our own automatic electric elevator. In addition, the college maintains an infirmary of twelve rooms at 337½ South Hill street (on the same block).

"Faith is a fine invention for gentlemen who see;
But Microscopes are prudent in an emergency."—Dickinson.



LABORATORY OF MICROSCOPY, CYTOLOGY, HISTOLOGY, BACTERIOLOGY.

The College Equipment

The college equipment is complete for the administration of the work of each department. In the foundation work of anatomy there is no equipment so important as an abundance of dissecting material, but there are also used a life-size French manikin, separable into more than 1200 parts, allowing the detailed study of each muscle, ligament, nerve, artery, vein and organ of the body. There are also articulated skeletons, practical casts of the brain, eye, ear and other complex organs of the body, as well as prepared and preserved specimens, both normal and pathological. In microscopic anatomy, and bacteriology, the laboratories are supplied with Bausch & Lomb, Spencer and Leitz high-power microscopes, with oil-immersion lenses, iris, diaphragm, mechanical stage, etc. Each student is assigned for his own use a compound Spencer or Leitz microscope, his own desk, slides, stains, cover-glasses, forceps, section lifters, platinum loops and all materials for the successive terms' laboratory practice in cytology, histology, pathologic histology, embryology, bacteriology and microscopic diagnosis. Microtomes, Bunsen burners, and the usual general equipment are at the service of the student. In the bacteriological laboratory are established the racks and tubes for cultures of bacteria, the incubator, the sterilizing equipment, etc., etc.

In the chemical laboratory are supplied individual laboratory desks for each student, with running water, gas, burners, ring-stands, sand baths, etc. To each student is also assigned, at the beginning of the term, a complete set of reagent bottles, test tubes, beakers, flasks, graduates, mortar and locker.

The surgical, gynecological and general clinic rooms are supplied with modern metal operating tables, glass-topped instrument-stands, irrigating racks, instruments, cases, etc.

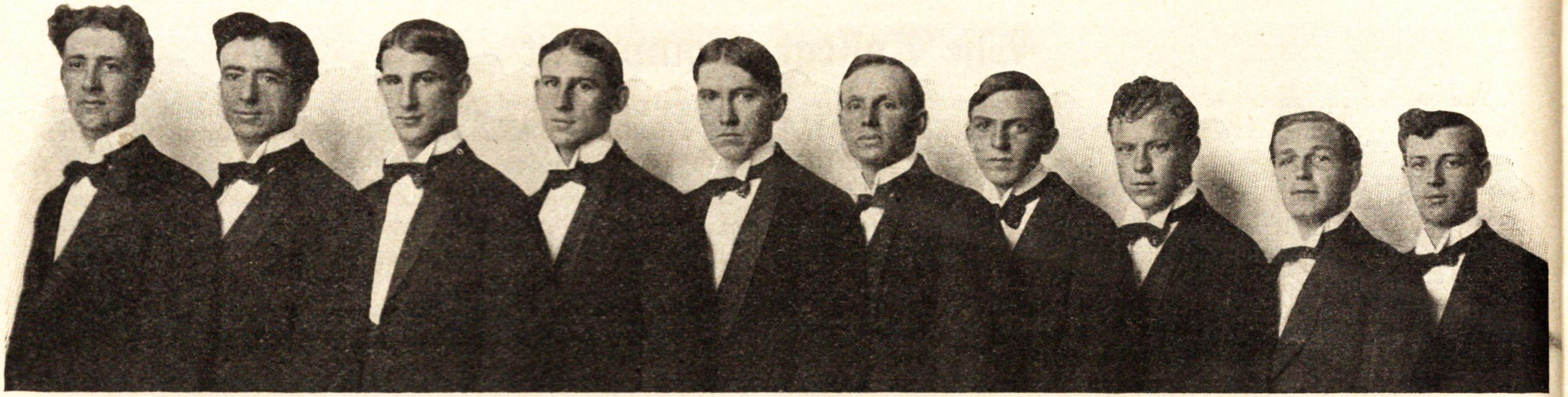
Dr. Ruddy, in the department of demonstrative anatomy, makes use of a full photographic and stereopticon equipment, with arc-light and more than twelve hundred stereopticon slides of all the regions and tissues of the body from original dissections and from the highest authorities.

The thirty treating rooms are not approached, in size, convenience and equipment, by any similar institution. Large porcelain lavatories, supplied with hot and cold water; lockers for diagnostic instruments, lubricants, etc.; large closets for gowns and garments; mirrors, Brussels rugs and mission leather upholstered treating tables are supplied to each treating room.

A room on either side of the clinic amphitheater is equipped, one as a lying-in room for obstetrical clinics, and the other for patients who must have bedside attention before and after congenital hip and other Osteopathic and surgical operations.

After eight years of experience with every kind of equipment for the production of X-radiance, we have had built to order the most powerful, condensed and withal, simple X-ray coil in the state of California. With it, therapeutic applications of the most delicate character are made with safety; while skiagraphs of the deepest parts are made in the minimum of time.

The equipment for the diagnosis and treatment of and for clinical instruction in the departments of eye diseases and ear, nose and throat diseases is thoroughly modern and complete.



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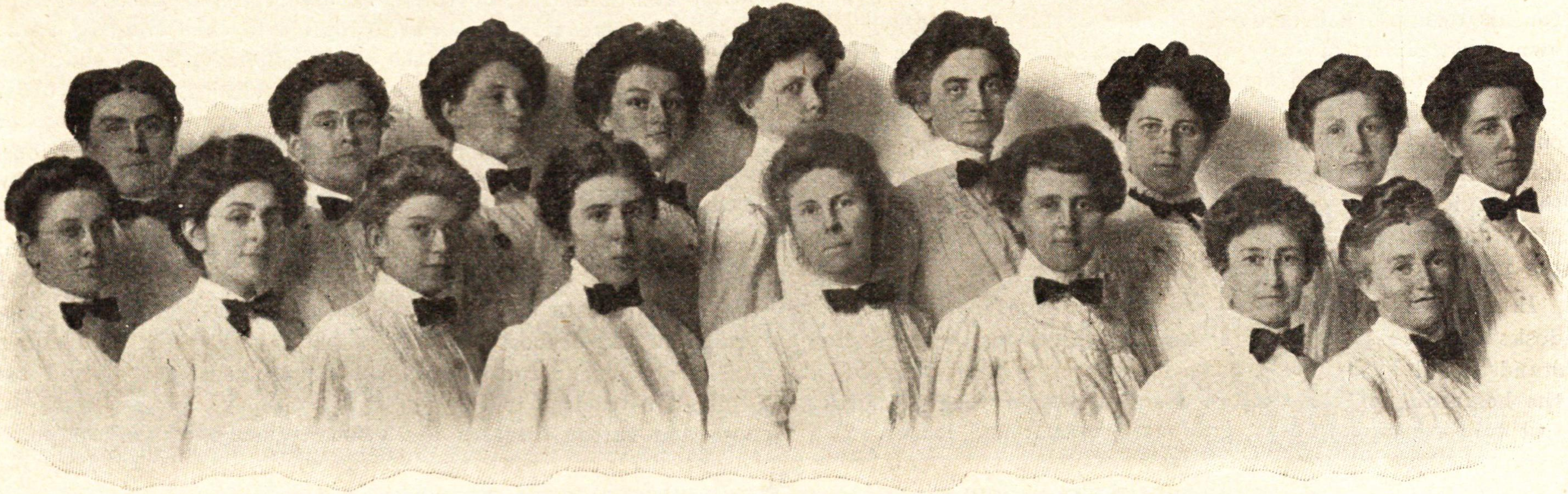


KAPPA PSI DELTA SORORITY.

The College Social Life

Reception.—A committee of the students is organized to meet new students on arrival and escort them to temporary abiding places. A list of available cottages, apartments, rooming and boarding places will be ready for use. On arrival, telephone or come directly to the college. If advice of the time of your train arrival is received, members of the committee, wearing purple and gold badges, will meet you at the station. Take any car running up-town from any of the railway stations, preferably a red car, and tell the conductor you want to go to the Los Angeles College of Osteopathy, 321 South Hill Street. He will put you off in sight of it or within a block of it.

Class Organization.—Each class is organized. The presidents and secretaries of the various classes constitute the Council of the student body.

Care of the Sick.—A White Cross Society of students is organized for the care and nursing of those who become ill. The physicians of the faculty superintend the free treatments, at the hands of selected Senior students.

Fraternities and Sororities.—Four societies are established in the College. Among the women, the Kappi Psi Delta and the Daughters of Pocahontas; among the men, the Calumets and the Iota Tau Sigma. The objects of these societies are social, fraternal and educational. Regular social and literary meetings are held, and from time to time public addresses are conducted under their auspices. These societies co-operate for the advancement of the college and the establishment of a strong bond of fellowship among the students.

Los Angeles College Osteopathic Association.—This society includes all students, and holds bi-weekly meetings for social and scientific purposes. These are attended by many of the practicing members of the profession of the city and valley.

Alumni Association.—The objects of this association are to promote the prosperity and extend the usefulness and influence of the alumni and their Alma Mater, and to encourage a high standard in Osteopathic education. The membership consists of all the graduates of the college and of S. S. Still College of Osteopathy, N. I. C. and N. W. C. O. who feel like adopting the Los Angeles College of Osteopathy as their Alma Mater.

Recreation.—The world-famed City of Los Angeles is peculiarly adapted to student life. Situated in the heart of semi-tropic Southern California, but a few miles inland from the placid Pacific ocean, and the dozen or more pleasure resorts along its shores, with miles of foothills and snow-capped mountains skirting it on the north, surrounded entirely by orange, lemon, walnut and olive groves—where the orange blossoms, the rose and the hyacinth mingle their fragrance with the alternate ocean and mountain breezes—it all combines to make this the ideal climate of the world. Opportunities for the needed recreation are unlimited.

DAUGHTERS OF POCAHONTAS SORORITY.

Co-Educational, Etc.

WOMEN STUDENTS.

The women students of the Los Angeles College have all the advantages accorded to men. The institution recognizes the fact that woman ranks well with man in professional life if given the advantage of equal preparation; and in the Osteopathic profession especially she finds a field to which she is fully adapted and where her services are in demand.

The energetic woman who desires to be independent, make her own livelihood, and, at the same time, contribute to the betterment of her fellow-beings, finds in Osteopathy an attractive field.

A healthful moral atmosphere is maintained, as well as a courteous consideration for women students in marked contrast with that of some medical colleges.

DISTANCE TO TRAVEL.

At first thought, it is a natural comment that this institution is located a long distance from many States of the Union. Twenty years ago this would have been an objection, but now three things are to be said of it:

First—The wonderful perfection of railroad facilities has brought the Pacific Coast within a few days' pleasant journey of all parts of the nation.

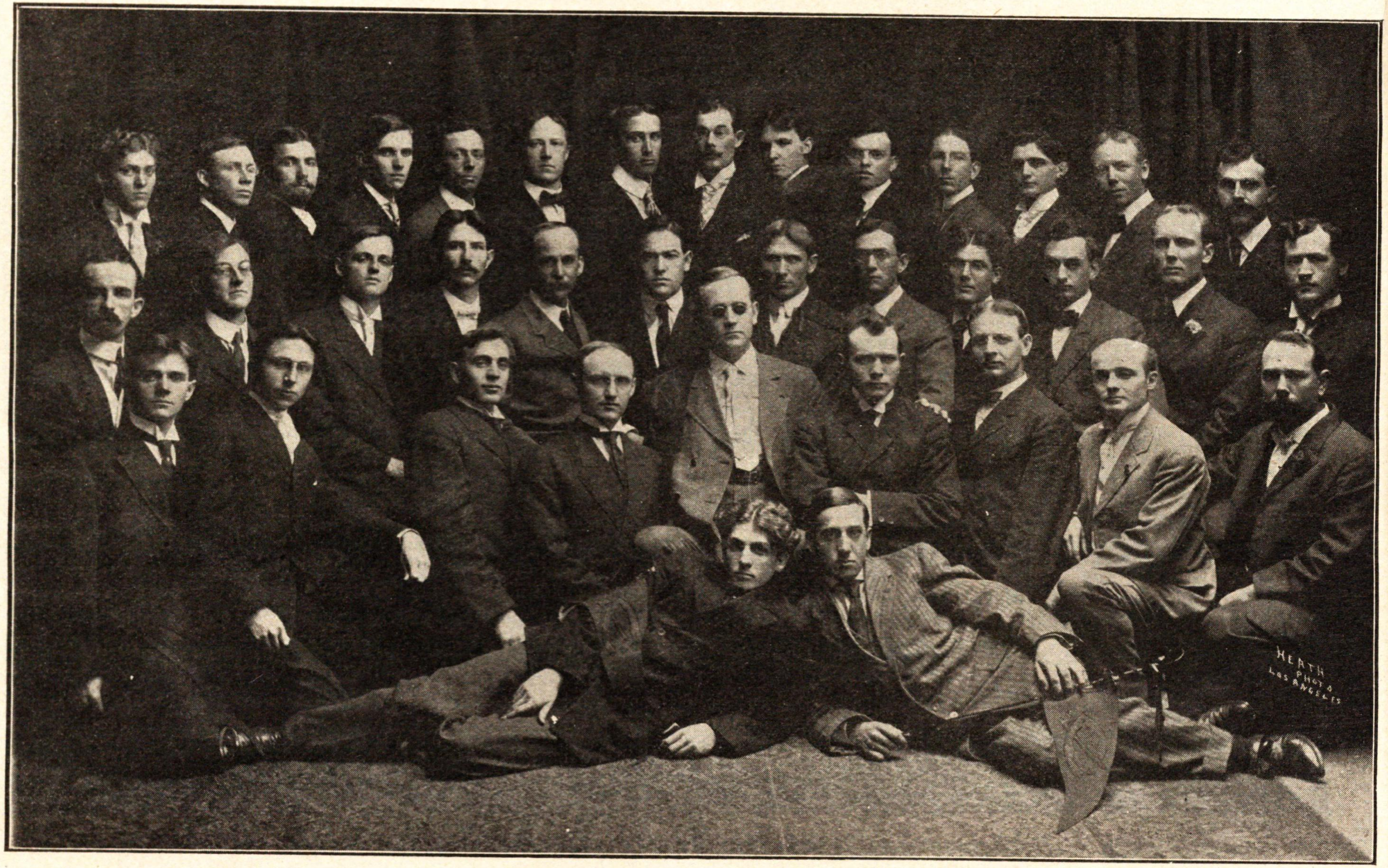
Second—Everybody hopes and plans, some day, to visit this land of perpetual sunshine and flowers, of mountains and ocean, of perennial springtime.

Third—Excursion rates now make the transportation nominal—only $25.00 from Missouri River points—and this sum will be saved in cost of clothing for one winter. It will be saved again in cost of fuel for two people in one winter. Ask your local ticket agent to secure you the excursion rate, based on $33.00 from Chicago, or $25.00 from Missouri River points. This is usually in force in September and March of each year.

LEGAL STATUS

The legislatures of the forty-one States and Territories have passed laws regulating the practice of Osteopathy.

In all the other states and territories, in Canada, Mexico, England, Ireland and many other lands, court decisions have protected the practice of Osteopathy. We have graduates in nearly all states, pursuing their profession with growing patronage. Los Angeles College of Osteopathy guarantees to its graduates the fullest legal protection and legal recognition given to any Osteopathic physician in the state or territory in which he may locate.



CALUMET FRATERNITY.

Tuition Charges

TUITION CHARGES.

Tuition fees, cash, per term	$ 77.50
or Tuition fee per college year	150.00
Third or post-graduate year course	150.00
Graduation fee	5.00
The entire tuition, when paid in advance	400.00

A charge not exceeding $5.00 is made for dissection material in the Junior and the Senior years.

There are absolutely no other charges, fees or sums to be paid to the college from time of arrival to departure, excepting that the student will pay for all damages caused by him to the building, apparatus or college property, and also for microscopic slides and material which he desires to retain as his personal property.

Under our former regime, tuition contracts were made for the entire course. They are now so made, or by the single year, as preferred. The management feels that every student should be free to pursue his course in the institution that meets his highest approval and affords the best preparation. In order to keep each department of this institution, and the college as a whole, under the test of merit and in the contest for merit, we open the doors as well at the close as at the beginning of each year.

BOARD, ROOM AND BOOKS.

Text-books cost about $12.00 for the opening term, and an average of $9.00 for each term following. Good room and board is obtained for $4.00 to $5.00 per week. The cost is reduced by light housekeeping or by forming clubs. The necessary expenses of living are probably lower here than in any other city of its size on the continent. Fruits and vegetables are very cheap and abundant. Clothing expenses are reduced one-half over central and eastern points.

Students often write us asking to know on just what sum of money they can complete the entire course. They can best estimate this for themselves, knowing the tuition fee and cost of books, and can, from their own tastes, inclinations and financial ability, make a closer estimate of their living expenses, clothing and incidentals than any other person can make for them. Those who are disposed to work to pay a portion of their expenses are inclined to under-estimate the opportunities to make money. They should consult some of our graduates, who have traveled the route, with little but good health, courage and persistence.

DECREE CONFERRED.

The degree, Doctor of Osteopathy (D. O.), is conferred upon those who satisfactorily complete the course of the institution.

Certificates of post-graduate work will be conferred.

Admission of Students

REQUIREMENTS FOR MATRICULATION.

Students are admitted in September and in February of each year.

As candidates for the degree of Doctor of Osteopathy, the college admits to the freshman class:

First.—All applicants who furnish evidence of proper training in the following branches: English, Mathematics, History, Geography. A Diploma from an accredited high school, normal school or academy or a teacher's certificate will be accepted as evidence of such preliminary work.

Second.—All applicants who furnish satisfactory evidence of moral character. None but clean-minded men and women can remain.

A candidate for admission who is found to be deficient in one or more of the educational requirements may, at the discretion of the dean of the faculty, be admitted with the condition that such deficiencies be made up before entering upon the second term's work.

Advanced Standing.

Candidates for advanced standing must fulfill the requirements for admission to the freshman class.

Graduates of accredited Osteopathic colleges, recognized as such by this institution, may obtain the degree of Doctor of Osteopathy, at this college after completing satisfactorily one year's special course of 1440 hours.

Graduates of accredited medical colleges are given advanced standing, not to exceed three terms, at the discretion of the Dean of the college.

Applicants for admission who have studied in accredited colleges medical, dental, or scientific courses in human anatomy, physiology, histology, physiological chemistry, etc., will be admitted to advanced standing upon satisfactory proof of proficiency in the subjects.

Undergraduates of other accredited Osteopathic colleges will be given advanced standing upon the presentation of proper credits from such colleges. They will not be received for less than one full year's work, and must have fulfilled all of their obligations to the college from which they are transferring.

A student who is under suspension or expulsion, for moral or other sufficient reasons, from another accredited college will not be matriculated in this institution, without such action is annulled.

ATTENDANCE.

Students must be in regular and actual attendance during at least four-fifths of each term, and absence is excusable only on account of sickness or unavoidable detention.

Students will not be excused from the college before the close of a term or until after the regular term final examinations have been held.

OPPORTUNITY TO EARN.

It has been a pleasant part of the duties of the business department of the college, for the past eleven years, to help find employment for students who wish to reduce their expenses while mastering the course. We find this work much easier to secure in Los Angeles, and much better compensated. The city is growing at the rate of 20,000 people a year, and everyone is busy who cares to be. Prospective students may be sure of employment during their leisure hours. They may get accurate information by writing to the students themselves as to these details. Any young man or woman, of good health and preliminary education, whose time is not encumbered, and who is able to arrange for the tuition, can master this course. There is one other condition, and that is, that he should have the courage of his convictions. He who never starts, never arrives.

Osteopathic treatments are given to all students who require them without expense, in the clinical department, under the superintendence of a professor in charge, and with full privacy. The saving in bills for treatment has in some cases more than covered the cost of tuition.

RULES AND REGULATIONS.

Students are permitted to practice only in the college clinics and under the direct supervision of the clinical instructor.

If, at any time, the action of any student is prejudicial to the best interests of the college or of the other students, the connection of such student with the college may, as the result of his own acts be severed. In such case no part of the tuition will be refunded.

CONTRACT AND ANNUAL LIMITATION.

The Board of Trustees recognizes that many prospective students come from a great distance and have a right to rely on the statements of this catalog. They are made the basis of the tuition contract and are therefore guaranteed in every essential. Necessarily, changes are made from time to time, so that the statements of this announcement are applicable only to the students who enroll during the college year ending June, 1910. The right is reserved to make at any time such changes in the curriculum, corps of instructors, rules of examination, etc., as may be deemed best.

GREETING.

To all friends of genuine, scientific, progressive Osteopathy, everywhere, we extend greeting and an earnest invitation for your co-operation. We will be glad to send copies of this catalog to all interested friends or prospective students. Address,

DR. A. B. SHAW, Sec.-Treas.
DR. HARRY W. FORBES, Pres.
318 Clay St., Los Angeles.

Los Angeles College of Osteopathy

TABULATED SUMMARY REQUIRED THREE YEAR COURSE NINE MONTH A YEAR	FIRST TERM		SECOND TERM		THIRD TERM		FOURTH TERM		FIFTH TERM		SIXTH TERM		TOTAL		Total in subjects and course
	Lecture	Lab'ty or Clinic	Lecture	Lab'ty or Clinic	Lecture	Lab'ty or Clinic	Lecture	Lab'ty or Clinic	Lecture	Lab'ty or Clinic	Lecture	Lab'ty or Clinic	Lecture	Lab'ty or Clinic	
SUBJECTS	HOURS		HOURS		HOURS		HOUR		HOURS		HOURS		HOURS		Hrs.
Anatomy	90		90		90	108	90		90	108			450	216	666
Physiology	90	30	90	30	90	30	90	20					360	110	475
Chemistry	54	70	45	45	30	60							129	175	304
Histology	10	20	20	70									30	90	120
Bacteriology					20	70							20	70	90
Osteopathic Techinque			20	70	30	60							50	130	180
General Pathology and Principles of Osteopathy					90		90						180		180
Special Pathology								90						90	90
Embryology							30	20					30	20	50
Post-Mortems							10	20		10		10	10	40	50
Gynecology							90	40		18		18	90	76	166
Physical Diagnosis							30	60		10		10	30	80	110
Obstetrics									90	10		10	90	20	110
Surgery									80	40	80	40	160	80	240
Dietetics									45				45		45
Hygiene									45				45		45
Medical Jurisprudence											20		20		20
Toxicology											45		45		45
Osteopathic Economics											10		10		10
Effects of Drugs											36		36		36
X-Radiance											10	10	10	10	20
Nervous Diseases									90				90		90
Mental Diseases											90		90		90
Alimentary and Urinary Diseases									90				90		90
Infectious and Constitutional Diseases											90		90		90
Circulatory and Respiratory Diseases											54		54		54
Skin and Venereal Diseases											36		36		36
Eye Diseases											18	18	18	18	36
Ear, Nose and Throat Diseases											18	18	18	18	36
Amphitheatre Clinics						90		90		90		90		360	360
Private Clinics—General—and Clinical Practice						75		125		150		200		550	550
TOTAL	244	120	265	215	350	493	355	465	500	436	507	424	2326	2153	4408
Total in Terms and Course	364		480		843		820		936		931		4480		4480

Special Third Year Course

SPECIAL THIRD YEAR COURSE FOR TWO YEAR GRADUATES.

The Los Angeles College of Osteopathy offers exceptional opportunities for the two-year graduate to take an additional year's study. Inasmuch as a full year's work, above the regular two-year course, has been added to the curriculum, it is not deemed advisable by the faculty of the Los Angeles College of Osteopathy to attempt to concentrate this and give it in less than the two full terms. It is believed that graduates who come for this course come because they desire the year's instruction, and not because of legal requirements. And furthermore, the Los Angeles College of Osteopathy is exceedingly jealous of its professional standing and of the qualifications of its graduates, and inasmuch as the regular diploma of the college, representing a full three years' course, is given on the completion of this additional year, it is considered vital that the course be not abbreviated in any particular.

THIRD YEAR COURSE OF STUDY.

FALL TERM—1909.

Surgery	Daily
*General Pathology and Principles of Osteopathy	Daily
Gynecology or Diseases of the Mind	Daily
Physical Diagnosis	Daily
Demonstrative Anatomy	Daily

Clinics—General, Gynecological, Obstetrical, Surgical.

Elective: Anatomy, Osteopathic Technique (Chaffee), daily; or Laboratory Pathology, daily.

SPRING TERM—1910.

Surgery, or Nervous Anatomy or Physiology	Daily
*General Pathology and Principles of Osteopathy	Daily
Nervous Diseases or Gynecology	Daily
Osteopathic Technique (Forbes)	Daily
Demonstrative Anatomy	Daily

Clinics—General, Gynecological, Obstetrical, Surgical.

Elective: Anatomy, Hygiene, Dietetics, Laboratory Diagnosis, Diseases of Eye, Ear, Nose and Throat.

*This course extends throughout the year.

Description of the Course and Personnel of the Faculty

The distinctive character of the instruction and the instructors of the Los Angeles College of Osteopathy is the sole reason for its existence. Our well-appointed, modern college buildings in the heart of the City of the Angels, our complete and expensive material equipment and our unequaled clinical clientele would be for naught unless the curriculum and instructors are superior.

The faculty now assembled under the rooftree of the Los Angeles College of Osteopathy has been, through years of experience, sifted out from a large field of Osteopathic College instructors, by the enthusiastic indorsement of a jury of more than fifteen hundred graduates, who have received their instruction. One learns to do by doing; one learns to teach by teaching. Each member of our faculty was selected primarily because he had demonstrated his ability to teach. This inborn aptitude has been developed to a high degree by years of continued service in the class room. Each instructor is paid a salary; he makes his living by teaching; he obtains his greatest pleasure in teaching; to continue to stand at the head as a teacher of his particular subject is his ambition; and finally, each instructor considers osteopathic education his life work. Our instructors are trained veterans, not raw recruits. The uniform success of our graduates is the best evidence of this.

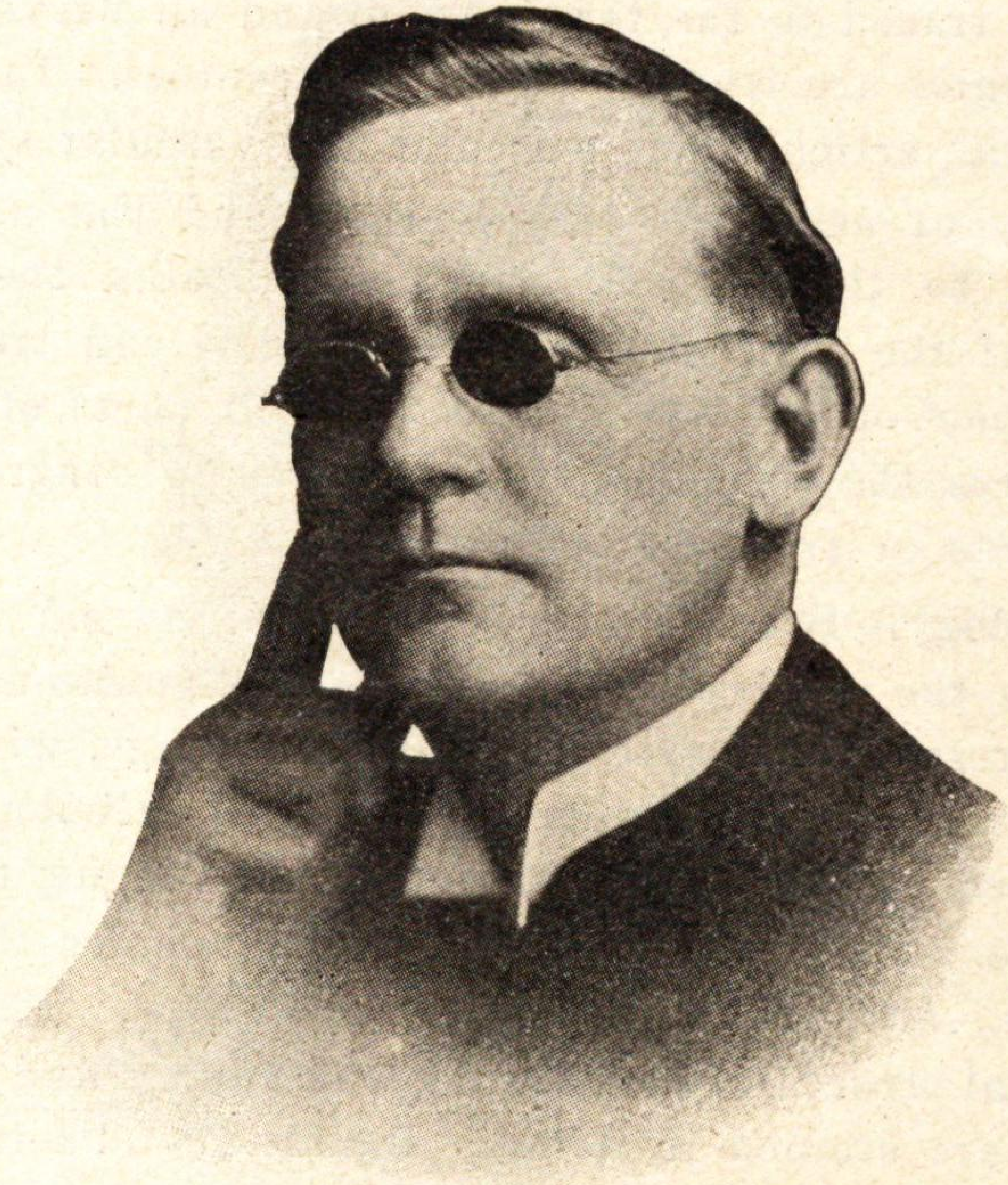
The curriculum speaks for itself. The interested prospective student is urged to read carefully the following description of the course of study and to observe that all of the work is articulated into a complete whole. Nothing is omitted that is necessary to the training of students to perform the function of physicians in the fullest meaning of the word; nothing is included that is superfluous. It will be apparent to all who stop to think that, in the absence of a salaried faculty of long experience, who are at their duties every day in the week and who have the time for frequent, regular faculty meetings, it would be impossible for us to keep all of the work so perfectly co-ordinated and coherent.

Science Department

ANATOMY.

The practice of the osteopathic physician necessitates the most thorough preparation in Anatomy. Anatomical knowledge is applied in every diagnosis and treatment. The osteopathic student begins the study of Anatomy on his first day in school, at 8 o'clock in the morning, and thenceforth Anatomy is an open book with him.

Anatomy is the science of the structure of organs or organic bodies. The human body is composed of several systems of organs. The study or description of these several systems of



DR. R. W. BOWLING.

organs separately and in sequence constitutes **descriptive or systematic Anatomy.** The study of the structure of the body by means of demonstration and dissection constitutes **practical or demonstrative Anatomy.** These numerous organs which form the various systems are themselves built up of tissues, the ultimate elements of which can only be studied by the aid of the microscope. The study of these elements and the manner in which they are grouped together to form the various tissues and organs of the body forms an important branch of anatomy, which is termed **histology.** The body develops from a single cell to the finished organism. The study of the various and striking structural changes which occur during the intrauterine life of the individual, forms an instructive chapter in anatomy, which is termed **embryology.** The study of the application of anatomical knowledge to the diagnosis and treatment of disease—the consummation of the Osteopathic physician's study of Anatomy—constitutes **Clinical or Applied Anatomy.**

DESCRIPTIVE ANATOMY.

Instruction in Descriptive Anatomy is given daily throughout the first three terms. The great practical value, coupled with the intrinsic interest of this subject, enkindles a lasting and growing enthusiasm in the student, and instead of finding anatomy "hard and dry," he finds it as easy as it is interesting. Regular lessons are daily assigned for study. Each day the professor of anatomy lectures, demonstrates and quizzes over the assigned work. Skeletons, models and the human cadaver are employed in demonstration. The student is given definite concrete ideas of the things studied, and not a knowledge of words only. The subject is studied under the following heads:

Osteology.—Osteology is the study of the skeletal system. This comprises the study of the bones and various cartilaginous and membranous parts associated with them. Each bone is taken up and its form, surfaces, borders, articulations, muscular attachments, nerve and blood supply, and relations to other structures are studied. The spinal column and ribs are studied with especial care.

Arthrology or Syndesmology.—Arthrology is the study of the articulatory system. This includes all of the joints or articulations. The ligaments, movements, muscles which effect the movements, nerve and blood supply and possible misplacements are studied.

Myology.—Myology is the study of the muscular system. The form, attachments, action, nerve and blood supply and relations to all other structures are thoroughly mastered.

Angiology.—Angiology is the study of the vascular and lymphatic system, including the heart, blood vessels, lymphatic vessels and the lymphatic glands. The heart is studied, and the great vessels leading from it are traced to their minute subdivisions, and the veins and lymphatic vessels are traced back to the heart. In the study of osteology, arthrology and myology, the student learned the blood supply of the individual parts of these systems. He now obtains a perfect picture of the entire system of arteries, veins and lymphatics, learns the branches of each and the relations of the vessels to all other structures. When this study is completed, the student is able to trace a blood corpuscle from the heart to each and every organ of the body and back to the heart, and he also knows all the points where obstruction is likely to occur.

Neurology.—Neurology is the study of the nervous system, which includes the brain, the spinal cord, the spinal and cranial ganglia, the sympathetic ganglia, and the various nerves proceeding from and entering these. The brain, spinal cord and ganglia are studied thoroughly. Knowledge of the architecture of these, in order to be practical, must be exhaustive, detailed and exact. Following this, all of the nerves carrying outgoing energies are traced to the termination, and all nerves carrying ingoing energies are traced back to the centers. In the study of the skeletal, articulatory, muscular and vascular systems, the nerve supply of each part was learned, and the nerves were then traced to the centers. He now obtains the complete knowledge of the entire nervous system and can trace all the currents of nervous energy to and from all parts of the body. He also learns the relations of the nerves to other structures and the points of frequent obstruction.

Splanchnology.—Splanchnology is the study of the organs contained in the respiratory, digestive and genito-urinary systems. The respiratory system includes the lungs, windpipe and larynx. The digestive system includes the alimentary canal and associated glands and parts, such as the tongue, teeth, liver, pancreas, etc. The genito-urinary system includes the kidneys, bladder, etc., and the reproductive apparatus. The position, form, internal structure, nerve and blood supply and relation to other parts are studied in detail. Blood must be traced from the heart to each, blood and lymph from each to the heart, and nervous energy from the nervous system to and from each.

Special Sense and Integumentary System.—The organs of special sense and integumentary system include the eye, ear, nose, organs of taste, and skin. These are studied in the same manner and with the same thoroughness as the foregoing systems.

Ductless Glands.—The system of ductless glands includes the spleen, suprarenal bodies, thyroid gland, parathyroids, thymus gland and carotid and coccygeal bodies. Their form, external and internal structure relations and nerve and blood supply are mastered.

DR. THOS. J. RUDDY.

DEMONSTRATIVE ANATOMY.

Daily throughout the fourth and fifth terms.

The work in this department has been a natural and necessary growth, springing from the need for an exhaustive and practical knowledge of regional anatomy by the Osteopathic physician.

The student enters this department at the beginning of the fourth term, after a daily study of Descriptive Anatomy throughout the first three terms and one dissection covering 108 hours.

In descriptive anatomy the student learns the anatomy of the various organs and systems separately and in sequence. In demonstrative anatomy he puts all organs and parts of the body together and studies the body by regions. The Osteopathic physician must be able to ''see with his finger tips'' and the department of demonstrative anatomy in this College has been the necessary outgrowth of this necessity.

The modern projection or stereopticon lantern system is employed. No expense has been spared in obtaining the most complete apparatus for this work. Dr. Ruddy has, at great expense of time and money, perfected sets of slides of every region and part of the body. He is now after years of hard work—making three to five hundred slides each year—able to demonstrate each region of the body in the natural order, that is, in the order in which the structures are met in dissection. The slides have been made from photographs of original dissections and the plates in all the standard text-books on anatomy. The method pursued in teaching is best described by an example. Take the hand for instance: The lantern projects on the screen the undissected hand. This is studied carefully as a ''region.'' Then follows a slide showing the skin removed—with the superficial fascia, cutaneous nerves, arteries, veins and lymphatics exposed. This is followed by a slide picturing the deep fascia, its divisions, attachments, etc.; and so on until the bones and joints are reached.

Dissection six hours a week throughout two terms.

DR. LAERTES T. WHITE.

PRACTICAL ANATOMY—DISSECTION.

Third and fifth terms, six hours a week.

The study and description of the structure of the body as it is met with in dissection constitutes Practical Anatomy. Here the student obtains actual first-hand knowledge of the structures and their relationships. Each student dissects the lateral half of one cadaver. This course is given throughout two terms. Eight students are assigned to one body. They work in pairs. The body is apportioned in quarters. Two dissect the right upper extremity and the right side of the head and neck; the two opposite then dissect the corresponding parts on the left side. The four then dissect the thorax and its contents—heart, lungs, etc. The third pair dissect the right lower extremity; the pair opposite dissect the left lower extremity, and the four dissect the abdomen and pelvis and the organs contained in these cavities. The student who dissects an ''upper'' the first time will dissect a ''lower'' the next, and vice versa. Inasmuch as all the structures of the body are revealed and exhaustively demonstrated and quizzed over at each dissection, the student sees the entire body at each dissection. In addition to learning the normal appearance and relations of all the structures of the body, the student learns many valuable facts about practice. For example, he learns how to insert a probe through the tear duct, a tube into the larynx, sounds into the bladder, etc. He learns all about the anatomy of hernias (ruptures). He makes dislocations of the larger joints and studies the anatomical changes in these and learns how to reduce dislocation by doing it. The anatomy of many operations is learned. In short, this course, as the name implies, is strictly Practical Anatomy.

HISTOLOGY.

Last six weeks of the first term and daily throughout the second term.

A thorough knowledge of microscopic anatomy is indispensable to the physician. In the study of descriptive anatomy the student learns the minute as well as the gross structure of the various organs and parts of the body. He passes from the work in descriptive anatomy to the anatomical laboratory to verify for himself the appearance of the gross structures of the body, by personal dissection. In like manner he goes to the microscopical laboratory to dissect and see for himself the minute or microscopical appearance of the tissues and organs. The work is pursued systematically and in the following order:

General Technique.—Examination of fresh tissues, dissociation of tissue elements, fixation, hardening, preserving, decalcifying, embedding, section cutting, staining, mounting, injection, etc. The student is already familiar with the use of the microscope from his work in General Physiology.

The Cell.—Having spent seven hours per week throughout the first term in the study of the cell—cytology—the student is thoroughly familiar with it, and the work under this head in histology consists of a review of this, the histological element or unit of structure.

The Tissues.—Epithelium, the connective tissues, lymphatic tissue, the blood, muscle tissue, nerve tissue. The origin and classification of the tissues is mastered and each tissue is studied until the student learns the general characteristics, classification and appearance of each kind of tissue found in the body. He is now ready to learn how these tissues are combined to form organs.

The Organs.—The circulatory system, lymphatic organs, the skeletal system, the digestive system, the respiratory system, the urinary system, the reproductive system, the nervous system, the special sense organs, the skin and its appendages.

Thus the student turns his microscope on all parts of the body until his knowledge of minute anatomy is only equaled by that of gross anatomy. Students are required to make drawings and notes of the work, to be presented to the instructor for grading.

EMBRYOLOGY.

Instruction in embryology is given during the fourth term. Both the didactic and stereopticon methods are employed in the presentation of the subject.

Since the demonstration of the fact that all complex multicellular animals, man included, are evolved from a single cell, the fertilized ovum, embryology has developed into one of the most exact of the concrete sciences, and has become one of the most valuable sources of knowledge accessory to the study of physiology, gross and microscopic anatomy.

The subject-matter of embryology includes all the structural changes transpiring from the time of fertilization to the complete formation of the organism, together with the formation of the accessory structures necessary to the changes during the developmental period. The subject is presented in the following order:

(A) The description and observation of the development of the germ layers by the repeated segmentation of the fertilized ovum.

(B) The initiation of the process of differentiation in which the formation of the primitive trace, the archenteron, the colon, the dorsal plate, and the fetal membranes are studied. This marks the change from the ovular to the embryonal stage.

(C) The development of the circulatory mechanisms to supply the material for further growth and development, and the

DR. THOMAS C. YOUNG.

evolution of the body form is then studied. This completes the general survey.

(D) After this the several systems of organs are each followed through their entire developmental history, as follows: (a) muscular and tendonous; (b) bony and ligamentous; (c) vascular and lymphatic; (d) alimentary; (e) respiratory; (f) genito-urinary; (g) nervous; (h) organs of special sense, skin and appendages.

CLINICAL ANATOMY—APPLIED ANATOMY.

Just as the Osteopathic physician must apply his knowledge of anatomy in every diagnosis and treatment, so must the Osteopathic student apply his knowledge of anatomy in practically every other subject he pursues during the entire course.

When the student takes up the study of function-physiology he must know the structure, consequently the entire body is reviewed while mastering this subject. He takes up the study of microscopic morbid anatomy—pathologic histology—and finds himself traveling over the body again reviewing normal histology in order to understand the abnormal. He begins the study of Osteopathic technique and finds himself applying all his knowledge of the osseous, articulatory and muscular system in particular and the remainder of his anatomical knowledge in general. He studies the principles of Osteopathy and general pathology and finds himself reviewing the entire subject-matter of gross and minute anatomy. He takes up the subjects surgery, gynecology, obstetrics, and reviews anatomy. In physical diagnosis he finds that an exhaustive and exact knowledge of the shape, size, position and movements of all the organs must be possessed, and he reviews anatomy. He begins the study of special diseases and finds himself journeying systematically over the entire body, requiring anatomical knowledge as a compass. He enters the clinical room and finds himself called upon by the professor to describe the deviations from the normal in the gross and minute structure of the patient. He is given a case record blank to fill out, and is confronted with the blank lines: Describe the anatomical changes in the affected part..........; What arteries, veins and lymphatic vessels supply the affected organ?........; What nerves

Physiology is taught daily throughout four terms.

DR. CHAS. H. SPENCER.

supply the affected organ?........; What anatomical derangements are present as causes?........; What is the technique of adjustment?.......... In the clinical room he is required to trace blood from the heart to the diseased organs and back, and nervous energies from the central nervous system to the part and back. From the foregoing it will be seen that in the Los Angeles College of Osteopathy anatomy is never a closed book, and the student has every opportunity to master the subject. Every professor is an anatomist, and nearly every one has taught descriptive, demonstrative or practical anatomy.

PHYSIOLOGY.

Physiology is the science of the functions of living organisms. It is divided into **general physiology,** which deals with the broad underlying principles of function, common to all living organisms, and **special physiology,** which deals with the application of these general principles to the function of particular organisms.

Since the entire subject-matter deals with the operation of natural laws for the maintenance of the well-being of the individual and for the preservation of the continuity of the species, it follows that a close familiarity with physiology is absolutely indispensable to the proper training of the physician, and especially an Osteopathic physician—since the use of natural methods of resistance, relief and recovery is the funndamental principle upon which his practice rests.

GENERAL PHYSIOLOGY.

Instruction is given seven hours per week throughout the first term, and consists of lectures, quizzes and laboratory work.

A knowledge of the general principles of function can best be obtained by a study of the most simple organisms; hence, this course is, in reality, the study of cytology. The work is taken up under the following heads:

(a) **The Cell**—Its form, size, internal structure and chemistry.

(b) **External Vital Conditions**—Stimuli, stimulation and the phenomena of stimulation (excitation and inhibition).

(c) **Internal Vital Conditions**—Irritability, motion, metabolism, absorption, excretion, growth and reproduction (cell division).

(d) **The Germ Cells**—Fertilization and the problems of heredity.

The manifestations of life occurring in the unicellular organisms are more simple than those characterizing the complex human organism, and are therefore more easily studied and understood. Nevertheless these phenomena are typical of all life, and when the student has studied and investigated throughout one term the subject of function as exhibited in these simple creatures, he is familiar with the principles that underlie all physiology. Thus prepared, he begins the study of human physiology at the opening of the second term, and continues it daily throughout the second, third and fourth terms.

SPECIAL PHYSIOLOGY.

Throughout the second term the subjects discussed, daily, are:

(a) **The Blood**—Its normal histologic structure, hemogenesis hemolysis, chemical composition, its function as the common carrier of the nutrient and waste material, and the maintenance of an equilibrium of temperature.

(b) **The Circulation of the Blood**—The condition and relations of pressure necessary to maintain the circulation, the variations in pressure, the necessity and methods of varying the pressure, the nervous mechanism regulating these changes and the manner in which they are normally set in operation.

(c) **Respiration**—The ventilation of the lungs, the interchange of gases between the air and the blood, the mechanism of its transportation, the interchange between the blood and the tissues, and the operation of the normal nervous mechanism for its control.

Digestion.—1.—The digestive fluids: (a) saliva, (b) gastric juice, (c) pancreatic juice, (d) bile, (e) intestinal juice; 2.—Secretion of the digestive fluids: (a) general survey, (b) the salivary glands, (c) the glands of the stomach, (d) the pancreas, (e) the liver, (f) the glands of the small and large intestine; 3.—The movements of the alimentary canal: (a) mastication, (b) sucking, (c) deglutition, (d) the movements of the stomach, (e) the movements of the intestine; 4.—Digestion in the different divisions of the alimentary canal: (a) digestion in the mouth, (b) digestion in the stomach, (c) digestion in the intestine, (d) the formation of feces and defecation.

Absorption.—The processes involved in the transfer of digested material from the alimentary canal to the circulating fluids: (a) absorption in general, (b) absorption of carbohydrates, (c) absorption of fat, (d) absorption of proteid, (e) absorption of mineral substances.

Throughout the third term the subjects discussed, daily, are:

(a) **Metabolism**—The fate of the nutrient material, immediate use, storage, interchange between cells (internal secretion) and products, and relation between income and output.

(b) **Excretion**—The organs of, the product handled by each, the mechanism of elimination, and the compensatory relations existing between excretory mechanisms.

(c) **Animal Heat**—The production and dispersion of heat, its equal distribution and its relation to metabolism.

(d) **The General Principles of Nervous Actions and Reac-**

DR. H. EARL REED.

tions, as exemplified by the experiments with the muscle nerve preparation—Irritability, conduction, degeneration and regeneration.

(e) **Sensation**—General (tactile, temperature, pain, etc.,) and special (sight, hearing, taste, smell).

(f) **The Neurone Doctrine.**

(g) **The Comparative Anatomy of the Nervous System.**

(h) **The Embryology of the Nervous System.**

Throughout the fourth term the subjects discussed, daily, are:

(a) **The Cord**—Its neuronic architecture, its connections with the higher centers and the periphery, cordal reflex action, automatism, conduction.

(b) **The Bulb**—Its special centers, nuclei of cranial nerves, areas of cellular intervention and paths for conduction.

(c) **The Pons and Mid-Brain**—Their paths for conduction, nuclei of cranial nerves, and areas of cellular intervention.

(d) **The Cerebellum**—Its peduncles, and the origin and destination of the fibers making up their structure, the structure and arrangement of the gray, equilibration, synergization, etc.

(e) **The Cerebrum**—Its structure, connections, localization and psychic function.

(f) **The Sympathetic Nervous System**—Its origin, its distribution, its functions.

DEPARTMENT OF CHEMISTRY.

Chemistry may be defined as that branch of physical science which has for its object the study of the ultimate composition of substances, their changes in composition, and the laws governing such changes.

A practical, well-systematized, working knowledge of chemistry is just as essential to the modern physician as is mechanics to the engineer or draughting to the architect.

Instruction in this department extends over a period of three full semesters and is conducted by lectures, demonstrations, recitations and individual laboratory exercises.

For the sake of convenience the course is studied under the following main headings:

I. Chemical Physics.

Physical conditions and forces have so powerful an influence over chemical reactions that a knowledge of them is indis-

Chemistry is taught daily throughout three terms.

DR. M. M. RING.

pensable to the student of chemistry. For that reason, those physical agencies and appliances which are most intimately connected with the subject of chemistry are studied.

II. Inorganic Chemistry.

The broad underlying principles of chemistry receive special attention. For example: (1) chemical divisibility, (2) laws of chemical combination, (3) determination of atomic and molecular weights, (4) decomposition and synthesis of compounds both by natural and artificial means, (5) general resume, including Mendelejeff's periodic law, the relative importance of the elements and the general relationship between the elements and their compounds, nomenclature and the writing of chemical equations.

A careful and systematic study will be made of the non-metals oxygen, hydrogen, nitrogen, carbon, sulphur, phosphorus, chlorine, bromine, iodine, and fluorine, with special regard to their occurrence in nature, symbols, atomic weights, valence, physical and chemical properties, preparations, uses, tests, characteristic reactions, and their combinations with other elements.

A similar study of the metals will be made, together with the manufacture, properties and uses of their alloys.

III. Organic Chemistry.

Organic chemistry may be defined as the chemistry of the compounds of carbon, and does not differ from inorganic chemistry except in the nature of the compounds studied. The subject-matter is very conveniently treated under the following main heads: (1) elementary analysis, constitution and classification of organic compounds; (2) hydrocarbons; (3) alcohols; (4) aldehydes; (5) fatty and hydroxy acids; (6) ethers and esters; (7) carbohydrates; (8) nitrogen compounds; (9) benzene series; (10) terpenes, and (11) proteins. Each class is studied from the standpoint of both the chemist and the physician, and in its relation to health and disease.

IV. Physiological Chemistry.

Physiological chemistry is that part of chemistry which has more especially for its object the various chemical changes which take place in the living organism of either plants or animals. A careful study of the reactions involved in life phenomena will be made in their relation to the more or less similar reactions observed in the laboratory. The chemistry of the animal tissues and fluids, of digestion and of milk will be carefully studied. On account of its great importance in the diagnosis of disease, special time and study is given to the examination of both normal and abnormal urine. Both qualitative and quantitative determinations of all the various constituents of the urine are carefully taught in their relation to health and disease. Each individual student carries out numerous complete analyses and makes full written report in each case.

Provision is made for a continuation of this work throughout the entire junior and senior years in connection with the general clinic, so that every graduate, when he leaves the College, is thoroughly competent and fresh in this important branch.

Our laboratories are thoroughly equipped with all necessary apparatus, and modern, standard methods are taught throughout the course.

BACTERIOLOGY.

Four periods per week during the third term.

An acquaintance with the main facts concerning the disease-producing vegetable and animal micro-organisms is indispensable to the modern physician. It is only by the practical application of the principles and methods of bacteriology that many diseases can be positively diagnosed, or the problems which present themselves to the sanitarian be certainly solved. The subject is studied in the following order:

(A) **Principles of Bacteriology**—(a) general characteristics of bacteria; (b) classification; (c) material and methods used in cultivation; (d) microscopic methods; (e) vital phenomena; (f) effect of deleterious influences, practical use of disinfectants; (g) use of animals for diagnostic and test purposes; (h) relation to disease; (i) antagonism of living bodies to micro-organisms; (j) nature of the protective defenses of the body and their manner of action, immunity, Ehrlich's ''side chain'' theory.

(B) **Bacteria Pathogenic to Man, Individually Considered.** (a) history; (b) morphology; (c) staining; (d) biology; (e) cultivation; (f) detection; (g) pathogenesis; (h) usual habitat and mode of transmission; (i) immunity and mechanism thereof.

The bacteriological examination of air, water, food-stuff, soil the contamination and purification of water and milk, and the disposal of sewage, are thoroughly discussed.

(C) **Protozoa**—These are studied in the same manner as described in the foregoing. The important chapters under this head are: (a) classification and general characteristics; (b) amoebina; (c) trypanosoma, (d) malarial parasitology.

SPECIAL PATHOLOGY (PATHOLOGIC HISTOLOGY).

Daily throughout the fourth term.

This is a laboratory course in pathology. The laboratory is unusually well supplied with material. The professor conducts frequent post-mortems, taking with him a group of students. From these and from the surgical clinic a wealth of pathologic material has been accumulated and is being constantly enriched. Disease is discussed in all its phases in general pathology; each particular process of disease is discussed and studied in practice of osteopathy. The course in special pathology gives the student concrete pictures of the gross and

DR. W. CURTIS BRIGHAM.

microscopic changes which arise in diseased organs. Gross specimens and microscopic sections are studied. The work is made more interesting and valuable by a recitation of the case history.

The subject is taken up under the following heads: (a) The Blood; (b) Diseases of the Cardiovascular System; (c) Diseases of the Respiratory System; (d) Diseases of the Digestive System; (e) Diseases of the Spleen, Lymphatic Nodes, Thymus Gland and Bone Marrow; (f) Diseases of the Nervous System; (g) Diseases of the Urinary System; (h) Diseases of the Reproductive System.

POST-MORTEMS.

This course is given during the last three terms. The work is co-ordinated with the laboratory work in Pathology.

Attention is directed chiefly to the technique of making complete post-mortem examinations and to the determination of the cause of death. The organs are studied in their relations and then removed and studied separately. In appropriate cases, cultures are made for bacteriological examinations and sections of organs are hardened for microscopical study. Particular attention is given to methods of carefully recording all data gathered at the autopsy, and students are given practice in writing protocols.

The various departures from the normal condition of the organs are discussed in detail, the pathological diagnoses being reserved until the final summary of the case.

Professional Department

PRINCIPLES OF OSTEOPATHY AND GENERAL PATHOLOGY.

Daily throughout the Junior Year—two terms.

That many persons remain well, that many ill persons regain health, are facts so well known that, according to the rule that the common is the common-place, they do not excite wonder. And yet, when one reflects on the innumerable external causes of disease—injuries, poisons, unwholesome foods, germs, social, climatic and temperature changes, etc.—which the living body must successfully resist in order to remain well, he realizes that the maintenance of health is a marvelous occurrence.

Let him now become acquainted with the changes which occur in the body when it is the seat of the various diseases, and the recovery from a broken bone, a burn, typhoid fever, tuberculosis, chronic catarrh, acute Bright's disease, nervous prostration, etc., awaken in him a great admiration of and wonder at nature's power.

Maintenance of health and recovery from disease have causes, i. e., certain conditions which must be fulfilled in order that they may occur. And on the fulfillment of these conditions the effect—health—invariably appears.

Physicians do not furnish the power that preserves health and cures disease any more than an engineer furnishes the energy that moves the locomotive. What the engineer does is to see that certain conditions of structure and function are maintained in his engine, and that the route is open and clear of dangers. The power he uses is furnished by nature. His function is to control, guide and direct it. Likewise with the physician; he sees that certain essential conditions of structure and function are fulfilled in the living machine he operates; that the amount of function demanded of each organ is within its capacity to supply; that the environment or medium in which the life course is being traveled is health-producing and does not contain injurious agencies beyond the amount a normal body successfully resists. He does not furnish the energy with which living bodies fight disease. His function is to supply the conditions under which health-producing forces will be evolved, and to control, guide and direct them.

Comprehensive answers to two questions constitute the subject-matter of the science of Osteopathic therapeutics. These questions are: What are the objects of treatment, i.e., for what specific ends is treatment given? and, What are the means or agents that will accomplish these ends? In other words, What needs to be done? What will do it? The art of treatment consists of the application of the ''**means of treatment** to accomplish the **ends of treatment.**'' The student of Principles of Osteopathy in the Los Angeles College of Osteopathy is taught satisfactory answers to the foregoing questions. In obtaining this knowledge he will be expected to ''appeal not to authority, nor to what anybody may have thought or said, but to nature.''*

The subject-matter of Principles of Osteopathy and General Pathology includes:

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*Prof. Huxley, Collected Essays, Vol. III, Page 150.

DR. HARRY W. FORBES.

(A) The causes of disease, of which there are two general classes; (a) external, such as insufficiencies of food, water and oxygen, injury by mechanical agencies, heat and cold, poisons, germs, electrical discharges, etc.; (b) internal, such as anatomical derangement, inherited tendencies, disturbed glandular function, etc.;

(B) The protective mechanisms with which the human organism is endowed and in virtue of which it is enabled to preserve its health when exposed to causes of disease, such as: (a) the natural appetites and aversions prompting the pursuit of the beneficial and avoidance of the detrimental; (b) the reflex mechanisms for removing injurious substances from the body, which includes sneezing, lachrymation, coughing and expectoration, vomiting, purging, etc.; (c) adaptation and adjustment—reaction and counteraction; (d) protection; (e) elimination; (f) immunity;

(C) The indications for treatment founded on a knowledge of causes and the natural resistance of the body to them. The highest form of treatment consists of maintaining such perfection of the anatomical and physiological provisions for defense that the body will remain well in an average environment. If in an individual, health is lost in an environment in which the majority of mankind remain well, the knowledge of the cause at work and the manner in which a sound body resists this cause, furnishes the clue to the indicated treatment. If in this case the body cannot be so altered to enable it to regain its health, then the less perfect form of treatment must be adopted, namely, that of altering the environment to fit the individual. A concrete statement will render these principles more clear. If A is made ill by average work, the highest treatment consists in removing some defect in him which caused him to become ill from work that does not injure—in fact, is of benefit to—the average man. If this defect is of such nature or extent that it cannot be removed, then the work must be reduced to the level of his capacity to do it without strain. In both cases, the facts and principles from which the rational treatment must be deduced, are furnished in

DR. ALICE B. CHAFFEE.

the foregoing discussion of causes and natural resistance to them;

(D) The changes in structure occurring in disease, of which there are three general classes: (a) those leading to the destruction of tissue—atrophy, degeneration, infiltration, necrosis, etc.; (b) those leading to the formation of new tissue, more or less injurious—tumors, infective granulomata, etc.; (c) those leading to the formation of new tissue, more or less beneficial—reproduction, repair, hypertrophy, hyperplasia, etc.;

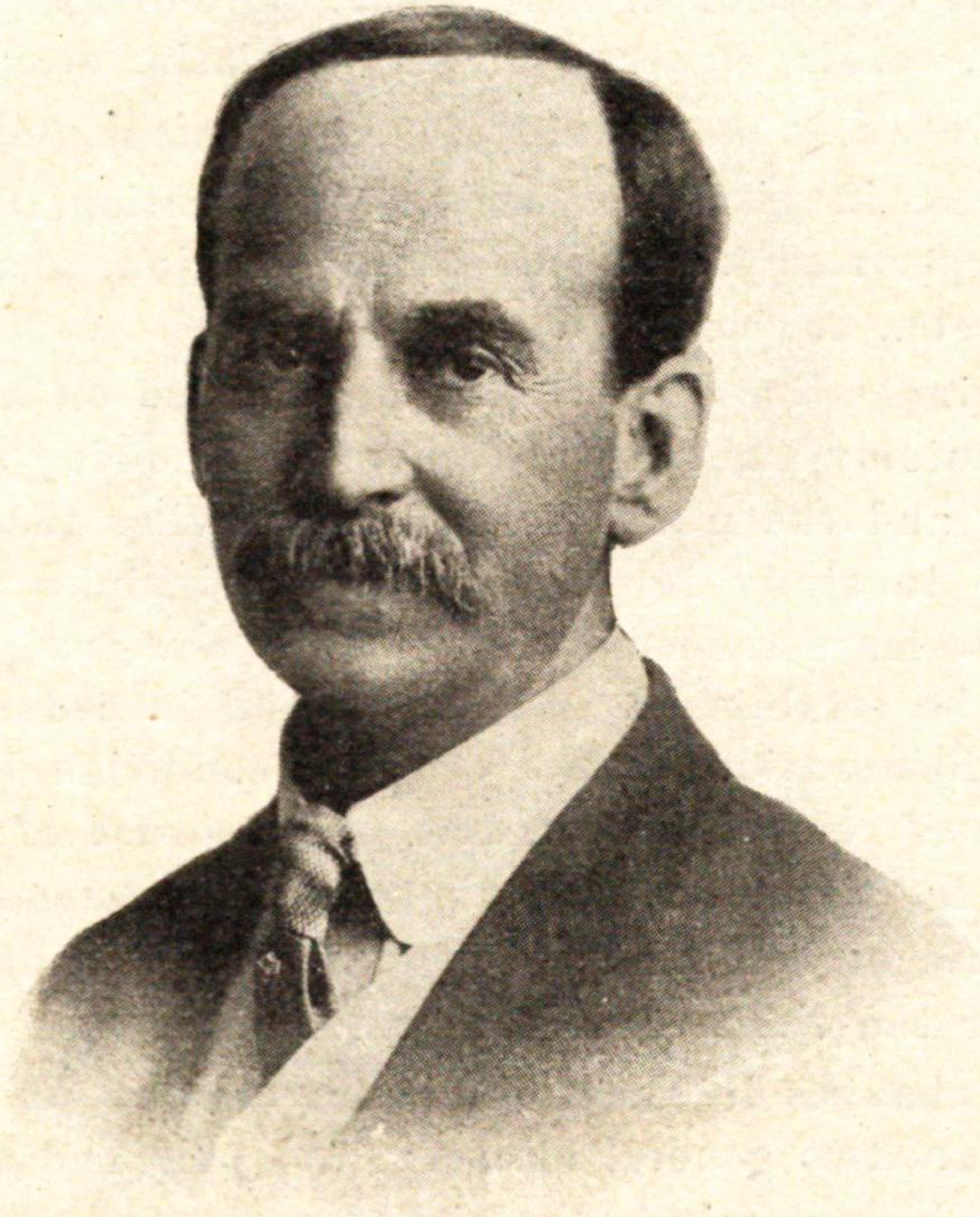
(E) The healing mechanism, the anatomical and physiological provisions, in virtue of which reproduction, repair, compensatory hypertrophy, accommodative dilation, anatomical readjustment, etc., are made possible;

(F) The indications for treatment founded on a knowledge of morbid anatomy and natural recovery. Knowing the changes in structure, and the mechanisms for removing these, the student is able to study intelligently the principles of rational healing and to learn the conditions—bodily and environmental—which must be established and maintained in order to accomplish this. Restoration of the original condition is the most perfect form of remedial treatment. If, because of the nature or extent of the tissue change, this cannot be accomplished, the next best form of healing is to establish and maintain a compensation for the tissue defect that remains;

(G) The changes in function, i.e., symptoms of disease, of which there are two general classes: (a) pain and other forms of distress; (b) excessive, diminished and perverted function of various kinds;

(H) The natural provisions for relief, in virtue of which distress and disorder are relieved. This includes a discussion or rest, exercise, reaction, counteraction, vicarious action, diversion, counter-irritation, etc.;

(I) Indications for treatment, founded on a knowledge of symptoms, course, termination, convalescence, etc. The student quickly learns that symptoms must be translated into terms of cause and morbid anatomy before an attempt is made to treat them, and that remedial treatment and removal of the



DR. A. B. SHAW.

cause must always take precedence over palliative treatment. There is, however, an abundant opportunity to relieve distress and suppress functional disorder without interfering with remedial treatment, and the methods and means of doing this are disclosed.

This course thoroughly prepares the student for the instruction in Practice of Osteopathy.

PRACTICE OF OSTEOPATHY.

The prospective student, if he be wise, and if he be fired with the laudable ambition to become a good doctor, competent and able to deal in an intelligent and ready fashion with all conditions of disease, will carefully inquire into the methods and means which a college employs to teach the science and art of practice. The Osteopathic physician is a general practitioner. If he chooses to devote himself to some special line of practice, he should do so after some years of general experience. Inasmuch as the goal of the student is practice, and the welfare of the college is directly dependent on the graduation of successful physicians, it is manifest that the entire course must be planned to effect this end. Realizing this, the fundamental sciences—anatomy, physiology, chemistry, pathology, etc.—are taught with the thought constantly in mind that they are to be turned to practical account in the prevention and remedy of disease.

The student in the Los Angeles College of Osteopathy learns the art of practice in two ways: First, he learns it theoretically, from lectures, quizzes, treatises and other forms of systematic exposition. The several groups of diseases and the several diseases in each group are studied separately and in sequence. This is known as the systematic method. Second, he learns the art of treatment practically, as work undertaken and done in individual cases under the supervision of his clinical teacher. This is known as the **clinical method.** Both of these methods are essential to the complete education of the student. It is notorious that book-learning and lecture-room-learning frequently fail to bear the strain of practice. On the other hand, it is equally true that the student will see

DR. BLANCHE REYNOLDS.

only in a case that which he brings with him the capacity to see; and only through the method of systematic exposition will he acquire the complete picture or mental image of each disease which will enable him to see all faces of the actual case—to "see through it," to grasp the situation at a glance. To follow either of these methods exclusively is almost certain to produce a "routine practitioner." To follow the didactic and text-book method will produce a practitioner who comes to look upon disease as a collection of symptoms, each with its indexed "cure"; to follow the clinical method, has a similar result, the sole difference being that he copies his clinical instructor instead of written authority, albeit, just as blindly. There are no two cases of any disease exactly alike. Each case presents a fresh problem to be studied and solved before action is taken. The good physician is the one who can see all the facts in the special case, and can then bring to bear all his knowledge gained in the lecture and clinic room and by reflection, so that the treatment he prescribes is the consummation of that knowledge. Rational osteopathic treatment means doing and using that which is best in the particular instance, removing the particular causes and supplying the essential conditions for healing; not copying in a mechanical and routine fashion that which has been done in other instances. By employing both the systematic and clinical methods, we are able to graduate rational, resourceful and self-reliant practitioners.

Probably what most impresses the student of the art of treatment is the necessity of acquiring dexterity in manipulation and in the use of instruments, keenness in observation, skill in diagnosis and readiness in outlining treatment, foretelling the future of the case, ordering diet and general hygienic measures and in giving counsel, warning or encouragement to patients. Part of this knowledge and skill may be obtained from textbooks, lectures, demonstrations and quizzes, and part of it may only be acquired through actual experience in the care of patients. Our course is complete and comprehensive in both particulars. Only the best texts are used and the work is pursued regularly and systematically until the student is familiar with all the diseases which afflict the human body. He attends clinics for two full years and obtains a first-hand knowledge of diagnosis and practice. And finally, he treats patients throughout two full years—a most important consideration. A few years ago, we considered it sufficient to require students to treat patients one term. This was increased to two terms and the results were most gratifying. With the change to a full three years course, we increased the time to three full terms, and the results were so marked that in 1907 the time required for the actual treatment and general management of cases was extended to four terms, with the result that we are now able to graduate physicians who are trained veterans instead of raw recruits. If the prospective student will stop to think he will realize that it means a great deal to him to be able to leave college with two full years of actual practice experience behind him.

The subject-matter of Practice of Osteopathy is studied in the class room under the following heads: (a) Specific Infectious Diseases; (b) The Intoxications and Sun-stroke; (c) Constitutional Diseases; (d) Diseases of the Digestive System; (e) Diseases of the Respiratory System; (f) Diseases of the Kidneys; (g) Diseases of the Blood and Ductless Glands; (h) Diseases of the Circulatory System; (i) Skin and Venereal Diseases; (j) Diseases of the Eye, Ear, Nose and Throat; (k) Diseases of the Muscles; (l) Diseases of the Bones and Joints; (m) Diseases of Women—Gynecology; (n) Diseases of the Nervous System; (o) Diseases of the Mind—Insanity.

Each disease is taken up and its cause, characteristic symptoms, morbid anatomy, diagnosis and treatment learned.

The student in this department learns quickly that the diagnosis is not completed when the disease is named. The cause and appropriate treatment must be discovered. Here it is he learns what clinical or applied anatomy and physiology mean. He knows from his study of anatomy, histology, physiology, chemistry, general pathology and principles of Osteopathy, what conditions of environment and what structural and functional conditions within the body are essential to health and recovery and as he takes up each disease he learns wherein these conditions are absent. In principles of Osteopathy he learns the indications for treatment in each general process of disease. In practice of Osteopathy he learns the special application of these principles to each disease.

OSTEOPATHIC TECHNIQUE.

Instruction in Osteopathic Technique is given daily throughout two terms—the second and third. This work prepares the student for his clinical practice, which he begins in the third term and continues until he is graduated.

The cause, exact condition, symptoms and signs, diagnosis and technique of correction of each lesion is taught. The student learns all the possible derangements of each vertebral and rib articulation. The work is pursued in the following manner:

The articulation between the skull and the first vertebra is taken first. There are ten possible lesions of this joint. When the exact condition and the diagnostic signs of each are mastered, the class is divided into small groups for practice in diagnosis and the technique of correction of each lesion. The removal of causes, relaxation of contracted muscles, exercise of weakened muscles and other measures to prevent the recurrence of lesions are learned. When all the lesions of this joint are mastered, the next below is studied, and so on until every joint in the spine, chest and extremities has been studied.

The various curvatures and deformities of the spinal column

DR. A. H. HALL.

and the changes in conformation and the deformities of the chest are exhaustively studied, and the technique of adjustment practiced.

In addition to the specific corrective manipulations for vertebral and rib lesions, the general angular and rolling movements of the extremities and trunk, the relaxing treatment of muscles, the stimulation of nerves and the specific treatment of organs are taught during the first term's work in technique.

Thus prepared, the student begins his clinical practice on patients examined for him by the Superintendent of Clinics.

During the second term's work in technique the same ground is covered, and in addition all the dislocations, lesions and deformities of the extremities are studied.

Two terms of daily study and practice of diagnosis and technique of correction of structural derangements, and four terms of actual treating experience, give ample time for the acquisition of exactness in diagnosis and dexterity in manipulation.

In addition to the foregoing instruction in technique, this is taught in all the clinics and by all the professors in Practice of Osteopathy.

GYNECOLOGY.

A knowledge of the diseases peculiar to women is of first importance to every physician and doubly so to the Osteopathic physician, since he alone offers a refuge to suffering woman from the surgeon's knife. Medical practitioners of all schools have long since become convinced of the inefficiency of the methods of handling these cases and have taken refuge in surgical operations, which many of them admit have but one thing to commend them, and that is: the physician has tried and failed and must do something to save his professional reputation.

The manipulative treatment has saved hundreds of women from this fate and made them well and happy, instead of dooming them to lifelong suffering.

The instruction is given during the fourth, fifth and sixth terms and consists in lectures, quizzes and clinics. The lecture work is taken up in the following order:

DR. JENNIE C. SPENCER.

A. The external organs of generation, the bladder, the rectum: their anatomy, histology and physiology are reviewed; the pathological conditions affecting each is taken up as follows: inflammations (new growths), cause, signs, symptoms, diagnosis, prognosis and treatment.

B. The internal organs of generation (vagina, uterus, ovaries and fallopian tubes). These are considered as above with the additional consideration of malpositions.

By the time the student has finished his apprenticeship in this department he is thoroughly equipped to diagnose and treat these conditions successfully, which fact alone insures a high place for the practitioner in whatever community he may choose to locate.

OBSTETRICS.

The belief that the pregnant period and parturient period are necessarily accompanied by almost unbearable suffering has made the average woman approach the sacred duties of motherhood with anything but confidence. The old school has done practically nothing to alleviate this condition. Now comes the Osteopathic methods of handling these conditions, which rob them of all their distressing features.

Instruction is given during the third year. The subject is treated as follows:

A. Physiology of the female genital tract—ovulation, menstruation, impregnation.

B. Physiological pregnancy: development of the embryo and its membranes, the mechanisms for nourishing the developing organism, the several developmental periods during intra-uterine life, the signs and symptoms of pregnancy, the care of the pregnant woman.

C. Pathological pregnancy: causes, signs, symptoms, morbid anatomy, treatment.

D. Physiological labor: the mechanisms (immediate and

DR. IDA E. BARTO.

accessory), the determination of presentation and position, the management during the first, second and third stages.

E. Pathological labor: causes (maternal and fetal), the signs, the diagnosis, the treatment.

F. Physiological parturition: the care of the mother after delivery.

G. Pathological parturition: the causes, the treatment.

H. The care of the child.

I. Surgical obstetrics.

MEDICAL JURISPRUDENCE.

This instruction is given during the sixth term by lectures and quizzes. The object of this instruction is to familiarize the student with the relation of the physician to the law. The discussion includes: the legal and moral obligations of the physician to his patient; the duties and obligations of the physician to the state, in connection with vital statistics, public health, etc.; and the duties and obligations of the physician to the courts, in the matter of expert testimony, etc.

The course is a thoroughly practical and important one and is given the attention it merits.

SURGERY.

The Los Angeles College of Osteopathy gives a complete course in surgery. It was recognized early in the history of Osteopathic colleges that some surgical instruction should be given. Over the question of just how much surgery should be taught, there has been much contention. The question has been definitely settled, so far as this college is concerned. We teach the science and art of surgery thoroughly in all its details. The very practical knowledge of anatomy and the routine practice of the Osteopathic physician give him an adaptation for surgical diagnosis and operation.

This course is given throughout the fifth and sixth terms. The cause, morbid anatomy, symptoms, diagnosis and treatment of surgical affections are carefully studied.

Osteopathy successfully handles many cases usually considered surgical. Special training is consequently needed to fit students for discrimination between affections that do and do not require operation.

DR. J. A. McNAUGHTON.

The diagnosis and treatment of fractures receives careful consideration. Dislocations, acute and chronic, are studied. The application of bandages, splints, casts and dressings of all kinds is taught by lectures, demonstrations and laboratory practice. The class is divided into small groups for practice in the application of dressings.

Antiseptics and asepsis are properly presented. The student must learn well the lesson of surgical cleanliness.

Anaesthesia and anaesthetics are taught. Advanced students perform operations and give anaesthetics under supervision of the professor of surgery.

THESIS.

Each candidate for graduation is required to write a thesis upon some subject connected with his college work and submit it to the head of the department under which the work is done, at least eight weeks before the close of his senior term. The subject of the thesis must be the result either of original investigation, or the verification or disproval of results reported by others.

PHYSICAL DIAGNOSIS.

Daily, during the fourth term.

Every Osteopathic diagnosis is a searching physical examination. Osteopathic physicians must, therefore, be given a thorough training in the principles and technique of objective examination. The work in this department consists of the methods and results of physical examination of the lungs, heart, abdomen, nervous system and spine. The instruction begins with the lungs and heart. A few weeks are devoted to lectures and quizzes until the student becomes thoroughly familiar with all of the possible findings on inspection, palpation, percussion and auscultation of these organs. The quizzes are systematic and questions are asked in the order of procedure in making an examination. When each student can describe from beginning to end a complete physical examination of the lungs and heart, the class is divided into groups of six for practice. Each group is assigned a separate room and is assigned at the beginning of

DR. FRANK P. YOUNG.

the hour, a specific part of a physical examination. The professor in charge then visits the rooms and receives the report as to their findings, and confirms or corrects them. This is repeated day after day until the entire examination has been made repeatedly by the students. The abdomen, nervous system and spine are taken up and the same method of instruction is followed. During the sixth term, the students are required to examine all patients who apply for clinic treatment, before they are examined by the superintendent of the clinic. (See "general clinic.") Thus the Los Angeles College of Osteopathy offers an opportunity for the student physician to become proficient in physical diagnosis.

LABORATORY DIAGNOSIS.

As we delve deeper into the processes of disease the examinations in the laboratory, chemically and microscopically, of the body fluids, exudates, discharges from wounds and body cavities, stomach contents, etc., become a more important part of the physician's training.

In this department the student is trained to make qualitative and quantitative analyses of stomach contents, the blood and urine, blood counts, the determination of the percentage of haemoglobin, the identification of pathogenic bacteria, tumors, parasites, etc.

The work is of an eminently practical character, such as is suited to the needs of the busy general practitioner.

DIETETICS.

To keep well is of as much importance as to get well. There is no single factor that stands in such close relation to our health as food. There is no single measure so important in the care of the sick and convalescent as diet.

In these days of diet fads it is essential that the physician be supplied with a comprehensive and sane view of food values, their digestibility, and the feeding of the sick.

This course is made eminently practical. We do not attempt to train the student to cultivate vegetables, slaughter animals or be a chef, but rather to know what to feed and how to feed it.

DR. WALTER V. GOODFELLOW.

This subject is taught during the fifth term. The following subjects are considered:

(a) Particular food values; (b) comparative food values; (c) the use of condiments and relishes; (d) the effects of cooking; (e) digestibility of foods; (f) diet for particular diseases.

HYGIENE.

Every physician owes a duty to his patients as individuals, and to the community in which he practices in general, that imposes upon him the necessity of obtaining a thorough knowledge of the subject of hygiene.

The physician is the one man in the community to whom we look for advice and instruction about how to keep well and how to recover our health when once it has been impaired.

The correction of conditions in the environment is, many times, all the treatment needed.

Instruction is given during the fifth term on the following subjects:

A. Air, water, food, soil.

B. Construction of private homes and public buildings for proper conditions of light, heat and ventilation.

C. Sewage.

D. Exercise, baths, clothing.

E. Contagion and infection.

F. Antiseptics, disinfectants, deodorants.

G. Quarantine and the relationship of the physician to the laws for the protection of the general public.

EFFECT OF DRUGS.

This course consists of thirty-six lectures and quizzes, during the sixth term.

The more common anaesthetics, antiseptics, stimulants, sedatives and alteratives are studied and their action, uses and abuses learned.

A just comparison of the Osteopathic and medical remedies is made.

Clinical Department

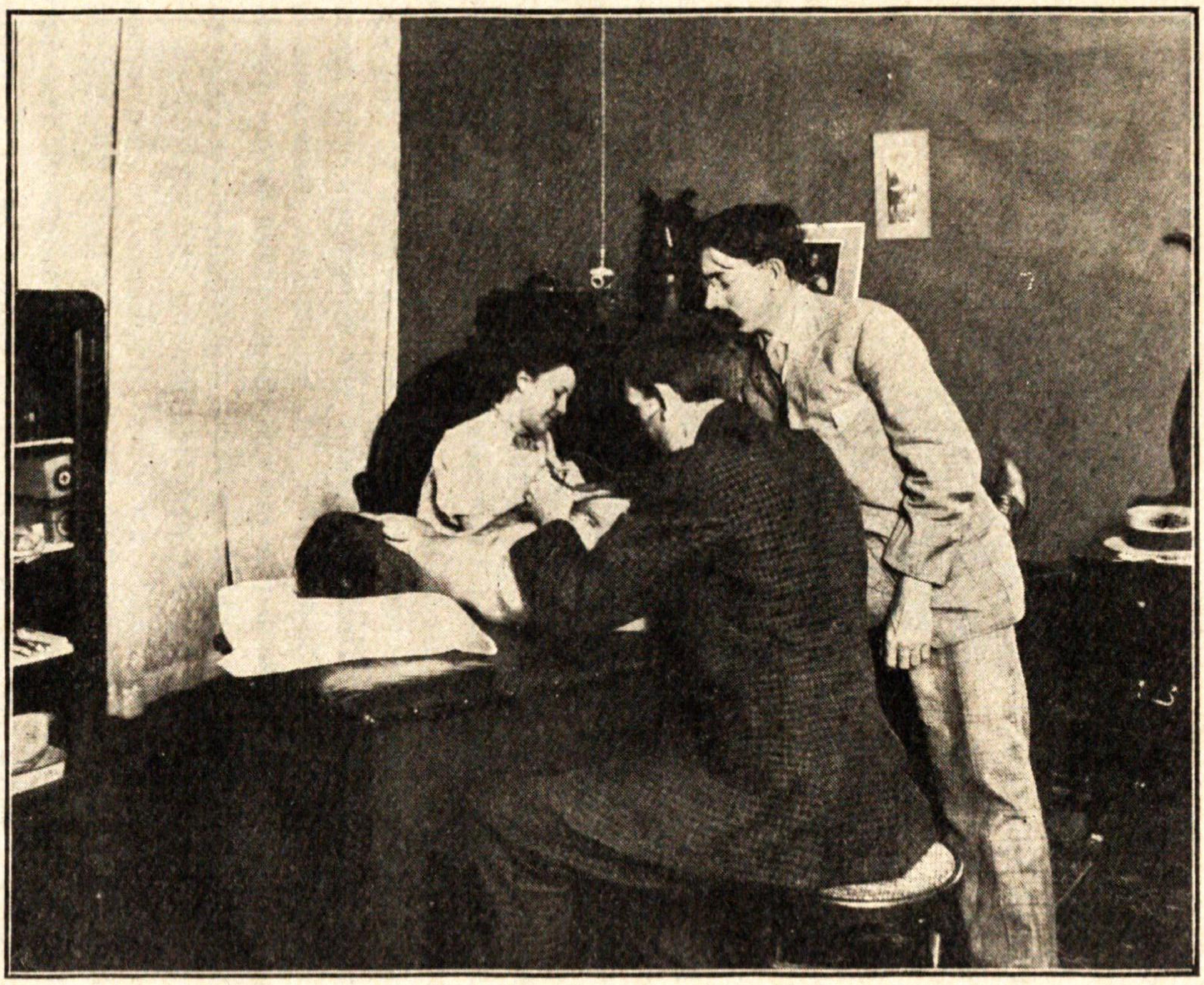
Physicians are not made—they grow. In order that this growth may be broad, liberal and complete, it is necessary that all of the conditions essential for their nutrition and nurture be abundantly supplied. The Los Angeles College of Osteopathy is an institution in which those individuals in society who have aptitudes and inclinations prompting them to become physicians, are supplied with the soil, climate, food and training essential for their full development along the lines of their instinctive excellence.

One of the most important elements in the physician's training is experience in actual practice. To this end a wealth of clinical material is necessary. The Deity selected Los Angeles as the site of his greatest Sanatorium and installed Dame Nature as nurse. The Los Angeles College of Osteopathy is, therefore, enabled to offer clinical facilities which are unequalled. It is located in the business portion of the city, opposite the Ville de Paris. A circle nine blocks in diameter, with the college located in the center, includes all of the principal business blocks, stores, hotels and the Hill District, with all of its magnificent hotels and apartment houses. The treating rooms assigned to students are modern, downtown office rooms. It is impossible to overstate the importance of this downtown location, and it is clear that when the student physician has occupied his office two full years, he will go out well prepared to enter the field of practice. Southern California, Los Angeles, the most experienced and successful instructors in existence, thoroughly modern office rooms, in the heart of the business section, a new four-story fireproof building, exclusively for clinical and surgical experience—these guarantee exceptional clinical opportunities.

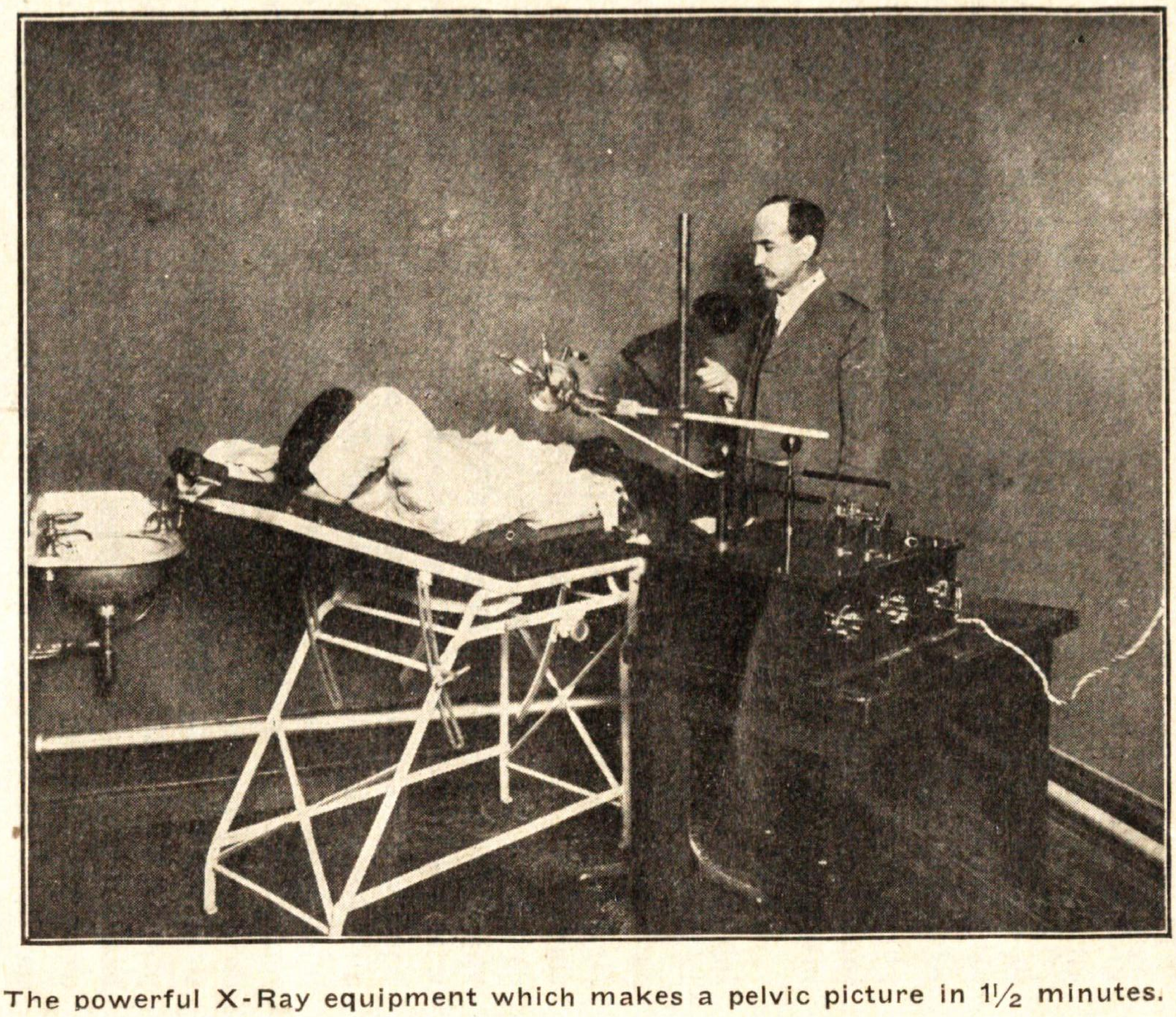
The clinical department is divided into the following clinics: General Clinic, Gynecological Clinic, Obstetrical Clinic, Surgical; Skin and Venereal Clinic, X-Ray Clinic, Eye Clinic, Ear, Nose and Throat Clinic.

GENERAL CLINIC.

Students enter this clinic at the beginning of the third term and continue in it until they are graduated. This gives them four full terms of actual treating experience. Each student is assigned a room for a definite period, three days each week. The treating rooms are ten by fourteen and ten by fifteen; have closets, stationary lavatories, hot and cold water, built-in cases, and are furnished with all of the essentials of an Osteopathic physician's office. Regular patients are assigned to the student physician. During the first year and a half of his practice he treats patients under direction of the Superintendent of the clinic. During the last term patients are assigned to the student physician; he examines, makes the diagnosis and gives the treatment without assistance. If he desires assistance in these cases, he arranges for a consultation. This is conducted according to the rules which govern consultation in general practice. In other words, the practice during the sixth term is as nearly as it can be made an exact duplicate of the actual practice the student will engage in as soon as he is graduated. Amphitheatre clinics are conducted daily throughout the last four terms. Each student attends these clinics two full years.



One of the fifty private Clinic treating rooms, where students make physical examinations and case records, and treat their patients under instruction.



The powerful X-Ray equipment which makes a pelvic picture in 1½ minutes.

When a patient applies for treatment he is assigned to two senior students to be examined. They make a careful examination and fill out a case record. The patient is then brought before the class and the clinical teacher, in the presence of the entire class, obtains the case history and makes a careful examination. The clerk of the clinic fills out a case record according to dictation. The patient is then dismissed and the diagnosis and prognosis of the case are discussed and the treatment is outlined. The use of this method of having the case previously examined by two students is very stimulating to their growth as practical diagnosticians and gives the clinical instructors an opportunity to keep in touch with the actual work of each student. Students are required to keep accurate and exhaustive records of all cases assigned to them for treatment and to make reports on the progress of their cases. In addition, students are required to make records of all the cases presented before the general amphitheatre clinic. The note book in which he keeps these records must be handed in for grading at the end of each term. The same rules governing attendance and grades in other subjects apply to general clinics. If the student prefers to keep an exhaustive record of each case, he is supplied with the regular clinical blanks of the college at their actual cost. It is difficult to overestimate the value of this regular discipline in the making of case records. The books containing the records of cases previously treated are open to the students. Practice is the goal of the student, the clinic is the laboratory of practice and after two years' daily work therein, the student knows of his own knowledge the art of diagnosis and treatment.

In addition to the daily amphitheatre clinic, private clinics are conducted every afternoon. In these clinics the patient is examined by the clinical teachers in the presence of the student who is to treat the case and the associate clinician, who makes the case record. This is clinical instruction **par excellence.** Amphitheatre clinics are indispensable as a means of giving each student an opportunity to see a great number of cases; they fall short of perfection in that the student is not brought into immediate contact with the patient. The private clinics bring the student into direct contact with the patient and enable the teacher to permit the student to feel and hear and see for himself the objective signs of disease. By combining the two methods the student's training is complete and extensive. A few of the better medical colleges are recognizing the imperative need for giving students opportunities to come into direct contact with patients in order that they may acquire the knowledge essential to bear the strain of practice. To this end they are taking groups through the hospitals for clinical instruction. While this is a step in the right direction, it is decidedly inferior to our system of taking one student into the consulting room and after a painstaking examination and diagnosis, turning the patient over to him for regular treatment, making him responsible for the conduct of the case, and throwing him on his own resources for one month, at the end of which time the clinical instructor again examines the patient to note the progress and direct further treatment.

An out clinic is maintained, in which the student physician treats acute cases under the direction of some member of the faculty.

OBSTETRICAL CLINIC.

During the third year, students are taken in groups of three to attend deliveries, where they are furnished an opportunity to put into actual practice the principles taught in the class room. We have established relationship with a hospital association for such clinics, thus insuring a plentiful supply of material for this department.

In the obstetrical practice of every physician there will come cases in which it will be necessary to resort to the use of the forceps for assistance in delivery, and while these cases are rare in the Osteopathic physician's experience, he must be equipped to meet the emergency.

This clinic is conducted before the class, in the lying-in ward of the clinic department of the college building.

GYNECOLOGICAL CLINICS.

Fourth Term.

The class is divided into groups of ten or twelve each for Junior Gynecological Clinics.

They are taught by demonstration, the methods of examination, diagnosis and treatment. The appearance, position and relation of the pelvic organs in normal cases are shown. Following this, cases presenting for examination the various diseases are examined. Particular attention is given to diagnosis, not of the condition only, but of the cause also.

Following each diagnosis, the indicated treatment is outlined and demonstrated. Osteopathic treatment receives the chief consideration, and, in the majority of cases, is the only treatment needed.

The use of antiseptics, douches, tampons, and other remedies of proved efficiency is discussed, and the indications for their use and the methods of applying them learned.

The student is trained in the care and manipulation of all the instruments used in diagnosis and treatment.

Fifth and Sixth Terms.

Classes are divided into groups of three or four for this clinic.

Each student examines patients under the supervision of the instructor, and to make known his diagnosis and outline treatment. The art of treatment is taught by having the student give, under the direction of Dr. J. C. Spencer, the various specific and general treatments. He likewise uses the various instruments.

The patients examined in this clinic are assigned to the student for treatment. He is expected to keep careful records of his cases, and to make monthly reports to the head of the department of the results obtained.

It is the object of this clinic to have the student put in practice the knowledge he acquired during the junior year.

SURGICAL CLINIC.

Fifth and Sixth Terms.

Surgery, like the technique of osteopathic manipulation, is only to be learned by actual practice.

The surgical clinic is conducted for the students of the fifth and sixth terms. The students of the fifth term attend the clinic and observe the details of operation. The students of the sixth term perform operations, give anaesthetics and care for surgical patients under the supervision of the surgeons, thus obtaining actual experience in the art of surgery.

The surgical amphitheatre is especially constructed for these clinics and there is an abundance of material for this work.

X-RADIANCE CLINIC.

The X-Ray has quickly established itself as an important—almost essential—part of a physician's armamentarium. Invaluable in diagnosis, a specific remedy for some diseases, it demands careful consideration by all physicians.

Instruction in X-Radiance is given during the fifth term. Students are made thoroughly capable of handling the static machine, the coil, X-ray tubes and other electrical apparatus, with safety, skill and confidence. The method of instruction is by lectures, quizzes and clinical demonstration. Classes are divided into small groups for clinical instruction and practice.

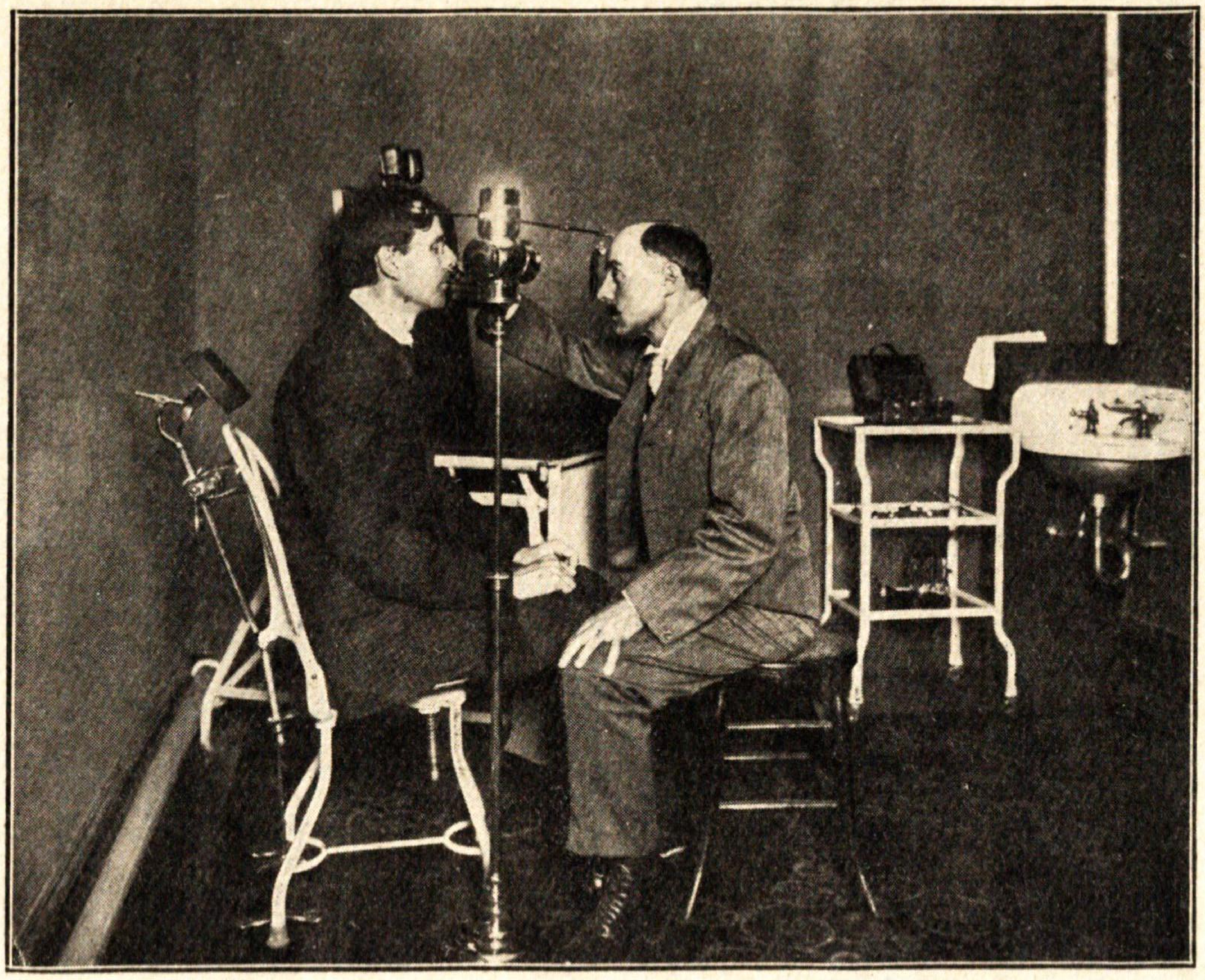
TEXT-BOOKS.

Anatomy.—Gray, Laughlin, Cunningham, Morris, Piersol, Deaver.
Histology.—Bailey, McFarland, Bohm-Davidoff.
Physiology.—Tigerstedt, Landois, Howell, Kirkes, Stewart, Brubaker.
General Physiology.—Verworn.
Chemistry (inorganic).—McPherson & Henderson, Gooch & Walker, Smith.
Chemistry (organic).—Remsen, Richter, Simon, Witthaus.
Chemistry (physiological).—Bartley, Hawk, Simon, Hammarsten.
Toxicology and Medical Jurisprudence.—Witthaus, Reese, Tanner.
Urinalysis.—Purdy, Ogden, Mann.
Laboratory Diagnosis.—Boston, Simon, Mallory and Wright.
Pathology (general).—McConnell, Adami.
Pathology (special).—Delafield & Prudden, Stengel, Ziegler, Coplin.
Embryology.—McMurrich, Minot, Heisler.
Cytology.—Hertwig, Wilson.
Neurology.—Morat, Barker, Gordinier, Edinger.
Bacteriology.—McFarland, Abbott, Park.
Principles of Osteopathy.—Hulett, Tasker, Hazzard.
Practice (symptomatology).—McConnell and Teall, Osler, French, Anders.
Gynecology.—Montgomery, Woodall, Byford, Gillman, Ziegenspeck.
Obstetrics.—Edgar, King, Williams, Davis.
Nervous Diseases.—Church and Peterson, Dana, Starr, Mettler.
Mental Diseases.—Church and Peterson, Krafft-Ebing, Berkley.
Diagnosis.—Musser, Anders, Butler, Sahli, Cabot, Gibson and Russell.
Surgery.—Young, Foote, Da Costa, Rose and Carless, Griffith's Hand Book.
Diseases of Skin.—Hyde, Jackson, Crocker.
X-Radiance.—The X-Ray, Montell, Morton and Hammer, Jacoby.
Dietetics.—Hutchison, Pattee, Yeo.
Hygiene.—Rohe, Bergey.
Orthopedic Surgery.—Taylor, Lovett, Young.
Clinical Anatomy.—Clark, Eisendrath.
Emergency.—Howe.
Dictionary.—Gould, Dorland.

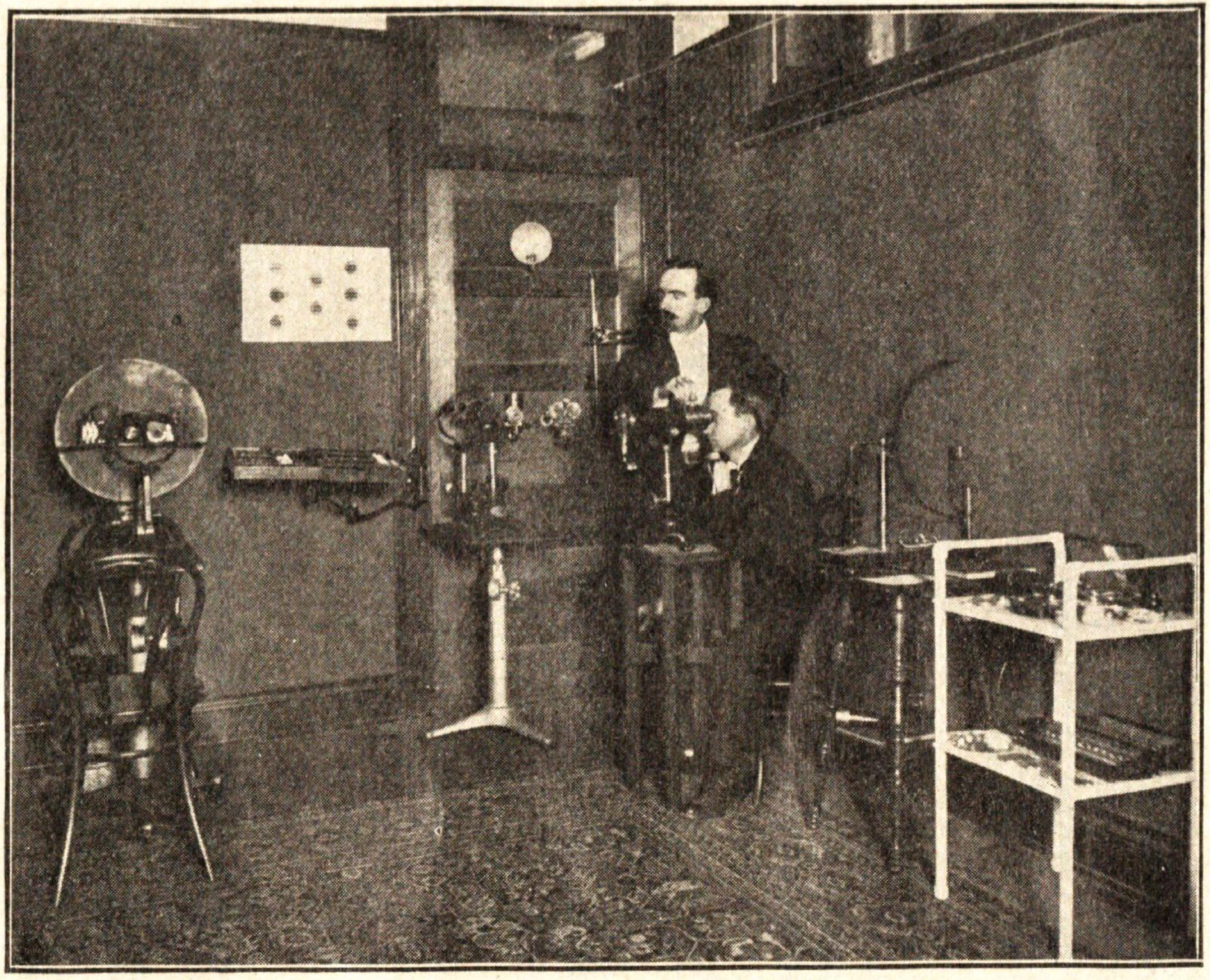
ADDRESS:

For Catalog, Cosmopolitan Osteopath and other literature, address:

LOS ANGELES COLLEGE OF OSTEOPATHY,
Dr. A. B. Shaw, Secy-Treas.,
318 Clay St. Both Phones 4296.



Special equipment for teaching Diagnosis and treatment Ear, Nose and Throat.



Special equipment for teaching Diagnosis and treatment Eye Diseases.

An Elective Four Year Course

AN ELECTIVE FOUR-YEAR COURSE.

The curriculum of the present three-year course is becoming each year more and more crowded, and a further extension of the time required for graduation in Osteopathy must certainly soon come. Furthermore, some States now require a four-year course.

To conform to the highest State demands and with a view to a required four-year course being established soon to meet the growing needs in Osteopathic education, Los Angeles College of Osteopathy has arranged an elective four-year course. A tabulated summary of the studies is printed on the following page.

It should be observed that this is an elective four-year course and not an elective fourth year added to the three-year course.

Two and three-year graduates of this and other accredited colleges, who fulfill the matriculation requirements, will be admitted to this course and given credit for the time spent and work done. They will be required to pursue all the work for which they have not filed certified credits, are examined the same as undergraduates and must fulfill all the requirements demanded of undergraduates before a degree for the four-year course is conferred.

Requirements for Admission to the Elective Four-year Course.

1. Candidates for admission must furnish satisfactory evidence of good moral character.

2. The minimum educational requirements for admission to the four-year course are:

(a) A bachelor's degree in the Arts or Sciences from an approved college or university, or

(b) A diploma from a regular, accredited high school, normal school, or academy, requiring for admission thereto evidence of the completion of an eight years' course in the primary and intermediate grades, and for graduation therefrom not less than four years of study, embracing not less than two years (4 points) of Latin, two years (4 points) Mathematics, two years (4 points) English, one year (2 points) History, two years (4 points) Laboratory Science, six years (12 points) of further credits in Language, Literature, History or Science.

A student may be matriculated, conditioned in not more than 6 points, which conditions he will be required to discharge before entrance into the Sophomore Class. In explanation it may be well to state that in designating the requirements in each subject as so many points, one point in any subject is equivalent to a high school or academic course of five periods per week of not less than 45 minutes each for eighteen weeks.

(c) In event of an applicant not being able to furnish satisfactory evidence of having completed a course of study necessary to acquire the required number of points in the different branches as above stated, he may be examined by the Examiner appointed by the Board of Medical Examiners of the State of California, whose certificate will be accepted by this College. This Examiner is a resident of this city, and this examination may be taken at any time previous to the student's matriculation.

Los Angeles College of Osteopathy

TABULATED SUMMARY
ELECTIVE FOUR YEAR COURSE
NINE MONTHS A YEAR

	FIRST YEAR		SECOND YEAR			THIRD YEAR			FOURTH YEAR			TOTAL			
	Lecture	Laboratory	Lecture	Laboratory	Clinic	Lecture	Laboratory	Clinic	Lecture	Laboratory	Clinic	Lecture	Laboratory	Clinic	Total in subjects and course
SUBJECTS	HOURS		HOURS			HOURS			HOURS			HOURS			Hrs.
Anatomy	180		150	108		60	108			108		450	324		774
Physiology	180	80	180	120								260	200		460
Chemistry	100	130	30	90								130	220		350
Histology	30	100		90								30	190		220
Osteopathic Techinque			50	130								50	130		180
Bacteriology			40	90								40	90		130
General Pathology and Principles of Osteopathy			90			90						180			180
Special Pathology				90			90						180		180
Post-Mortems and Clinical Microscopy				40		40	60			60		40	160		200
Embryology			30	60								30	60		90
Gynecology						90		60			90	90		150	240
Physical Diagnosis						40	50			50		40	100		140
Obstetrics						90		20			40	90		60	150
Surgery						90		90	90		90	180		180	360
Dietetics									45			45			45
Hygiene									45			45			45
Medical Jurisprudence									20			20			20
Toxicology						45						45			45
Osteopathic Economics									20			20			20
Effects of Drugs									90			90			90
X-Radiance									20		20	20		20	40
Nervous Diseases						90						90			90
Mental Diseases									90			90			90
Alimentary and Urinary Diseases						90						90			90
Infectious and Constitutional Diseases									90			90			90
Circulatory and Respiratory Diseases									54			54			54
Skin and Venereal Diseases									36			36			36
Opthalmology and Optometry									45		45	45		45	90
Ear, Nose and Throat Diseases									45		45	45		45	90
Amphitheatre Clinics					90			180			180			450	450
Private Clinics—General—and Clinical Practice					150			300			400			850	850
TOTAL	490	310	570	818	240	725	308	650	690	218	910	2375	1654	1800	5829
Total in each year and course		800		1628			1683			1818			5889		5889

Purple and Gold

COLORS

Motto: Science with Practice

FLOWERS

California Poppy and Brodiæa